

TEACHERS' EDITION  
A GATEWAY INTO ENGLISH  
FOR  
CHINESE STUDENTS  
GOWDY

PE  
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Class PE 1130

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# A GATEWAY INTO ENGLISH

FOR

## CHINESE STUDENTS

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### Book One



1900  
1900  
1900

SILVER, BURDETT AND COMPANY  
BOSTON            NEW YORK            CHICAGO

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- 466

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1918  
JAN 25 1918

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## PREFACE

THE single aim of this little book is that it may help in teaching Chinese students how to read, speak, and write English intelligently and naturally. So many students who can read and write English fairly well are utterly at a loss if asked a simple question in English. This is because their instruction in English conversation has been a side issue, instead of being made the most essential feature of the course from the very beginning. Most schools use one textbook for reading and another for conversation, thus necessitating the learning of two separate vocabularies; but much time and effort can be saved by using the reading lesson and the conversation lesson to supplement each other.

The writer does not pretend to have found a complete solution of so difficult a problem as the teaching of English to Orientals, but has simply recorded here the results of her own experiments in the classroom during fourteen years as a teacher of elementary English in China. She has been assisted in the composition of the book by one who has had wide experience in teaching English in the secondary schools of America.

It is hoped that no teacher will attempt to use this book without first having read through the "Hints for Teaching," and the various other suggestions to be found in the back of the Teacher's Edition. It is only fair to ask that these suggestions should not be set aside until they have been given at least a year of thorough trial. The book is so condensed that unless the supplementary work suggested is carefully planned and carried out by the teacher, the lessons cannot be properly assimilated. Teachers who prefer to follow old-fashioned methods would do far better to use old-fashioned books.

As there are at present in China many more classes of elementary English for boys than for girls, the lessons have been written largely with a class of boys in mind; but with a few simple changes here and there, the dialogues and games, and even the reading lessons, may easily be used by a class of girls. The lack of a universal language in China has made it seem best to leave blank spaces for proper names, to be filled in by the pupils with local names already familiar to them.

## PREFACE

If the majority of the teachers of elementary English in China were trained specialists, much of the material found in the Teacher's Edition would be superfluous, if not presumptuous. Very often, however, the beginning classes must be entrusted to Chinese teachers who themselves have had only a few years of instruction in English. In spite of their limitations, many of these young men and women have become efficient teachers. It is chiefly with the idea of increasing their efficiency that the suggestions for teachers have been given in such detail. As a matter of fact, these suggestions, as well as the lessons in the book itself, owe much of their value to the helpful coöperation of three Chinese teachers of English in the Anglo-Chinese College, Foochow — Mr. Wang Yün Chung, Mr. Hwang Yu Kwang, and Mr. Yeh Nien-tzu. These teachers have criticized the subject matter from the Chinese point of view and have also furnished a test as to whether the instructions for teachers are sufficiently clear and simple to be helpful to those with whom English is an acquired language.

Grateful acknowledgment is made also to Professor A. Duncan Yocom of the Department of Pedagogy of the University of Pennsylvania, who has criticized the manuscript with especial reference to the principles of pedagogy involved.

THE ANGLO-CHINESE COLLEGE,  
FOOCHOW, CHINA.

A GATEWAY INTO ENGLISH  
FOR CHINESE STUDENTS

PART I



# A GATEWAY INTO ENGLISH FOR CHINESE STUDENTS

## LESSON 1

a fan  
a pan  
has

a man  
The man  
have

a cat  
a rat  
an egg

I  
You  
He

the  
The  
A, a

I have a fan.  
You have an egg.  
He has a pan.  
The man has a fan.  
I have a cat.  
You have a pan.  
He has an egg.  
I have a pan.  
You have a fan.  
The cat has a rat.



## WRITTEN WORK

1. I have —— cat.
2. He has —— egg.
3. You have —— fan.



## LESSON 2

one (wǔn)	two (tōo)	three	four (fōur)	fan (fān)
One	egg (ēgg)	leg (lēg)	arm (ärm)	fans (fāns)
no (nō)	eggs (ēggs)	legs (lēgs)	arms (ärms)	

I have two legs.

You have two legs.

He has one leg.

A cat has four legs.

You have two arms.

The man has two arms.

I have one arm.

A cat has no arms.

One, two, three !

You have three fans.

One, two, three, four !

He has four eggs.

## WRITTEN WORK

1. I have —— arms.
2. A rat has —— legs.
3. The man has —— eggs.

## LESSON 3

and (ănd)	eye	hand (hănd)	nose (nōshē)	you (yoū)
ear (ēar)	eyes	hands (hăndſ)	noses (nōſ'ēſ)	You (Yoū)
ears (ēaɪſ)	How	many (měn'ŷ)		

(The pupils use each other's names in the blanks.)

I have one nose.

I have two ears.

I have two eyes.

I have two arms and two hands.

(One pupil reads the question and another the answer, modulating the voice accordingly.)

How many noses has —— ——?

— — has one nose.

How many ears has —— ——?

He has two ears.

How many hands has —— ——?

He has two hands and two arms.

How many hands have you?

I have two hands and two arms.

How many eyes have you?

I have two eyes.

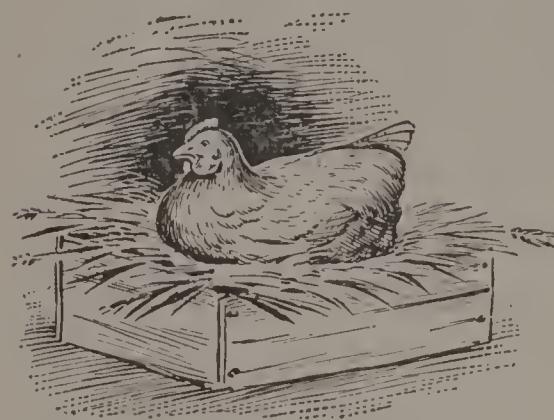
## WRITTEN WORK

1. You —— two ears.
2. He —— one nose.
3. I —— two hands.

## LESSON 4

What	can (cān)	see	hen (hēn)
any (ěn'y)	Can (Cān)	lay (lāy)	hens (hēns)
in (ǐn)	my (mī)	My (Mī)	Yes (Yēs)

(One pupil reads a question and another pupil reads the reply.)



What can you see?

I can see a hen.

Can you see any eggs?

Yes, I can see many eggs.

How many hens have you?

I have four hens.

My hens lay many eggs.

How many eggs have I in the pan?



You have three eggs in the pan.

How many legs has a hen?

A hen has two legs.

## WRITTEN WORK

(Review)

1. I can see —— ear.
2. I can see —— nose.
3. My hens —— no hands.
4. A man —— two hands and two legs.



## LESSON 5

fat (făt)

little (līt't'l)

run (rūn)

where

Run (Rūn)

Where

Can you see a cat?

Yes, I can see a cat and a fat little rat.

Can the rat see the cat?

Yes, the rat can see the cat.

The rat can run.

The cat can run.

Run, little rat! Run!

Where can the little rat run?

## WRITTEN WORK

1. You can see a \_\_\_\_.
2. I have three \_\_\_\_ in my hand.
3. My hen lays many \_\_\_\_.
4. I have two \_\_\_\_ and two \_\_\_\_.
5. How \_\_\_\_ eyes have you?

## LESSON 6

who (whō)	this (thīs)	friend (friēnd)	is (īs)	no (nō)
Who (Whō)	This (Thīs)	boy	Is (īs)	No (Nō)
book (bōōk)	Oh (ōh)	hat (hăt)	your (yoūr)	not (nōt)

his (hīs)



Who is this?

This is my friend.

Is your friend a man?

Oh, no! he is not a man. He is a boy.

What has he in his hand?

He has a hat in his hand.

What have you in your hand?

I have a book in my hand.

Can your friend see my fan?

No, he cannot see your fan.

## WRITTEN WORK

1. —— —— is a man.
2. —— —— is a boy.
3. He has a ——.
4. This is a ——.
5. Is —— —— your friend?
6. He is not a ——.

## LESSON 7

cup (eüp)	tea (tēa)	water (wa'ter)	there
but (bút)	it (ít)	some	There
two (two)	boy	have (hăve)	three
Two (Two)	boys	Have (Hăve)	Three
		give (gĭve)	will (wĭll)

I have a cup in my hand. Have you a cup, — — ?

Yes, — —, I have a cup in my hand. There is some tea in my cup. Is there any tea in your cup?

There is not any tea in my cup, but there is some water in it.

I will give you some tea.

How many ears have two boys?

Two boys have four ears.

How many noses have three boys?

Three boys have three noses.

## WRITTEN WORK

1. Is there — water in your cup?
2. Yes, there is — water in my cup.
3. There is not — tea in this cup.

## LESSON 8

## A GAME, "HOW MANY?"

(To be supplied by the teacher.)

## LESSON 9

to (tō)	like (līke)	goat (gōat)	Mr. Wang (Mr. Wäng)
do (dō)	likes (līkes)	milk (mīlk)	Mr. Wang's (Mr. Wäng's)
Do (Dō)	some	goat's (gōat's)	eat (ēat)
at (ăt)	Some	goats (gōats)	all (ăll)
on (ōn)	hill (hīl)		

What can you see?

I can see a goat.

Is this your goat?

No, it is Mr. Wang's goat.

A goat likes to eat on the hill.

Some goats give<sup>1</sup> milk. Do you like goat's milk?

No, I do not like it.

I do not like milk at all, but I like tea.



## WRITTEN WORK

(Review Sentences)

1. Rats like to \_\_\_\_.
2. There \_\_\_\_ not any goats on the hill.
3. There is not \_\_\_\_ milk in your cup, but there is \_\_\_\_ tea in it.
4. Mr. Wang gives \_\_\_\_ water to his goat.

<sup>1</sup>This meaning of “give” should be carefully explained and distinguished from the more general meaning.

## LESSON 10

near (nēar)	be (bē)	tall (tāll)	chair
fear (fēar)	she (shē)	fall (fāll)	flower (flow'er)
live (līvē)	She (Shē)	stand (stānd)	flowers (flow'ers)
lives (lives)	her	stands (stāndz)	flower-pot (flow'er-pot)
up (ǔp)	girl	home (hōme)	

This little girl lives near my home.

She is a fat little girl.

She likes to be tall, so she stands up on a chair.

She will fall, I fear.

Oh, no, she has her hand on the flower-pot. She will not fall. She likes to see the flowers.

Can you see the flowers in the flower-pot?



## WRITTEN WORK

1. I like to give flowers to —— friends.
2. Have you any milk in —— cup?
3. He has a hat in —— hand.
4. The man gives some water to —— goats.
5. She lives in —— home.
6. The little girl has not a fan in —— hand.

## LESSON 11

## SENTENCES WITH ACTION

(Students are to act out what they are reading. In conversation the names of different students should sometimes be substituted for "he" and "they," to give variety and additional drill.)

walk (w <sub>a</sub> lk)	they	sit down (s <sub>i</sub> t down)	read (rēad)
walks (w <sub>a</sub> lk <sub>s</sub> )	They	sits down (s <sub>i</sub> ts down)	reads (rēad <sub>s</sub> )
we (wē)	their	open (ō'p <sub>ə</sub> n)	close (elō <sub>z</sub> e)
We (Wē)	our	opens (ō p <sub>ə</sub> n <sub>s</sub> )	closes (elō <sub>z</sub> ēs)

I run.

We run.

I walk.

We walk.

I stand.

We stand.

I sit down.

We sit down.

I open my book.

We open our books.

I read.

We read.

I close my book.

We close our books.

You walk.

You walk.

You stand.

You stand.

You open your book.

You open your books.

You read your book.

You read your books.

You close your book.

You close your books.

You run.

You run.

You sit down.

You sit down.

He sits down.	They sit down.
He opens his book.	They open their books.
He reads.	They read.
He closes his book.	They close their books.
He stands.	They stand.
He walks.	They walk.
He runs.	They run.

— — runs.

— — and — —  
run.

### WRITTEN WORK

1. He — his book.	4. We —.
2. I — down.	5. The boy — good milk.
3. You — your book.	6. My hen — many eggs.

### LESSON 12

do (dō)	meat (mēat)	that (thăt)	here (hēre)
does (dūs)	much (mūch)	That ('Fhat)	deer
Does	picture (pic'ture)	very (vĕr'ĕ)	Deer
it (it)	pictures (pic'tures)	look (lōok)	come
It	of (ōv)	Look (Lōok)	Come

Do you like to look at pictures?

Yes, I like very much to look at pictures.



Come here. Look at this picture. What is this?

That is a picture of a goat.

Oh, no! This is not a goat. It is a picture of a deer.

Does a deer give milk?

No, a deer does not give milk, but we can eat the meat of the deer. Deer meat is very good to eat.

#### WRITTEN WORK

1. Meat is good —— ——.
2. Books are good —— ——.

## LESSON 13

## A PICTURE GAME

(To be supplied by the teacher.)

## LESSON 14

come	room	please (plēase)	now
comes	door (dōor)	Please (Plēaſe)	Now
all (all)	morning (morn'ing)	thank	good (gōod)
All (All)	say (sāy)	Thank	Good (Gōod)
may (māy)	says (sēs)	into (in'to)	

Mr. Wang comes into the room and says, "Good morning, boys."

All the boys stand and say, "Good morning, Mr. Wang."

Mr. Wang sits down and says, "You may sit down, boys."

Mr. Wang says, "Please close the door."

One of the boys closes the door.

Mr. Wang says, "Thank you. Now you may open your books, boys."

All the boys open their books.

What do they see in their books?

## WRITTEN WORK

1. — a cow give milk? 3. — you like to run?
2. — cats like to eat rats?

## LESSON 15

are (äre)	full	teacher (teach'er)	friend (friënd)
write (wrīte)	sir	brother (broth'er)	friend's (friënd's)
city (cit'y)	your (yoūr)	brother's (broth'er's)	English (ëng'glîsh)
name (nâme)	Your (Yoūr)	well (wĕll)	Chinese (Chî nêše')

What is my name?

Your name is Mr. \_\_\_\_\_. You are my teacher.

What is your name?

My name is \_\_\_\_\_. \_\_\_\_\_.

Is that your full name?

No, sir, that is not my full name. My full name is  
\_\_\_\_\_.

Is that boy your brother, \_\_\_\_\_?

No, sir, this boy is not my brother, but he is my friend.

What is your friend's full name?

My friend's full name is \_\_\_\_\_.

Where does your friend live?

He lives in the city.

Can you write your name in Chinese and in English?

I can write it in Chinese, but I can not write it well in English.

## WRITTEN WORK

1. My full name is \_\_\_\_\_.
2. My brother's full name is \_\_\_\_\_.

## LESSON 16

door (dōor)	window (win'dow)	seat (sēat)	desk (děsk)
doors (dōors)	windows (win'dows)	seats (sēats)	desks (děsks)
put	close (elōše)	open (ō'p'n)	too
Put	Close (Clōše)	Open (Ō'p'n)	out
are (äre)	take (tāke)		
Are (Äre)			

How many doors are there in this room?

There are two doors in this room.

How many windows are there in the room?

There are four windows in the room.

Please open the window. No, no! Do not open that window. Open this one. Close that one. Thank you.

Put your books in your desks, boys.

Now you may take out your books.

(One student reads and another answers the following questions.)

Are there many seats in this room?

Are the boys in their seats now?

Are there any books on the desks?

Can you read Chinese books and English books, too?

## WRITTEN WORK

1. There —— three windows in this room.
2. There —— one door in this room.
3. There —— many books in that boy's desk.



## LESSON 17

which (which)	fine (fīne)	son	girl
Which (Which)	other (oth'er)	sons (sons)	girls
sister (sis'ter)	father (fa'ther)	daughter (daugh'ter)	boy
sisters (sis'ters)	mother (moth'er)	daughters (daugh'ters)	boy's
sister's (sis'ter's)	baby (bā'bȳ)	know (knōw)	or
woman (wom'an)	family (fām'ī lȳ)		for

This is a fine picture of a Chinese family.

Which is the father? Which is the mother?

How many sons have they?

How many daughters have they?

Do you know the name of that tall boy?

Do you know the names of his sisters?

Is the baby a boy or a girl?

How many brothers and sisters have you?<sup>1</sup>

I can see a man, a woman, three boys, and two girls in this picture.

Is there any other picture of a woman in this book?

Look for one.

## WRITTEN WORK

1. My sister is my father's \_\_\_\_.
2. Your brother is your father's \_\_\_\_.
3. There are \_\_\_\_ boys and \_\_\_\_ girls in our family.

<sup>1</sup> To be answered according to the English method of counting, which excludes the speaker.

## LESSON 18

with (wɪθ)	wash	claw (clɔ:w)	old (əld)
pen (pɛn)	washes	claws (clɔ:wz)	hold (həld)
pencil (pɛn'çil)	word	hear (hēər)	holds (həldz)
long (lɔ:ŋ)	words	both (bōth)	catch (eätch)
paw (pɔ:w)	tongue	foot (foot)	catches (eätch'ëz)
paws (pɔ:wz)	face	feet	

My teacher writes English words with his long pencil.

I write Chinese words with a Chinese pen.

With what do you hear?

I hear with my ears.

With what does your old cat catch the fat little rat?

She catches the rat with her paws and holds it with her long claws.

My cat washes her paw with her tongue and washes her face with her paw.

Can you stand on one foot?

Can a goat stand on two feet?

Can you run with one foot?

No, but I can run with both feet.

## WRITTEN WORK

1. My father is a \_\_\_\_.
2. My mother is a \_\_\_\_.
3. My brother is a \_\_\_\_.
4. My sister is a \_\_\_\_.
5. My teacher is a \_\_\_\_.
6. My friend is a \_\_\_\_.

## LESSON 19

(To be supplied by the teacher.)

## WRITTEN WORK

1. The old cat opens the door with her \_\_\_\_.
2. With what do you see? I see with my \_\_\_\_.
3. The little girl holds that picture with both \_\_\_\_.

## LESSON 20

day (dāy)	will (wĭl)	thing (thĭng)
to-day (to-day')	Will (Will)	anything (ěn'y thĭng)
Good-by (Gōod'-bȳ')	must (mŭst)	go (gō)
another (an oth'er)	Must (Mŭst)	afternoon (aft'er noon')
this (this)	am (ăm)	cake (eāke)
these (thēsē)	stay (stāy)	cakes (eākes)

*At the beginning of this dialogue, Speakers 1 and 3 are seated in the room. No. 2 knocks at the door. Each part should be acted out as the sentences are read.*

1. Do you hear that? Some one is at the door.  
Please open the door, \_\_\_\_ —, and see who it is.
2. (At the door) Good afternoon.
3. Good afternoon, Mr. \_\_\_\_\_. Please come in.
1. (Rises and says) Good afternoon, Mr. \_\_\_\_\_. Please take a seat. Take this chair.
2. (Sits down and says) How are you to-day, Mr. \_\_\_\_?

1. I am very well, thank you. How are you?
2. Thank you, I am very well.

*No. 3 goes out and comes in with a tray on which are three cups of tea, a plate of cakes, etc. He begins to serve the guest, saying,*

3. Will you have a cup of tea, Mr. \_\_\_\_?
2. Yes, thank you.
3. Will you have milk in your tea?
2. No, thank you, I do not take anything in my tea.
1. Will you have a cake?
2. (*Takes a cake*) Thank you, this is very good.

*After a few minutes, No. 1 passes the cakes again, saying,*

1. Please have some of these other little cakes.
2. No, thank you, I must not take another. (*Rising*)
3. Must you go now?
2. Yes, I can not stay. I must go to see my friend, Mr. \_\_\_\_\_. Please come to my home some day. Good-by.

1 & 3 (*Together*). Good-by.

#### WRITTEN WORK

1. Good \_\_\_\_\_. Please come in.
2. I must go home. Good \_\_\_\_\_.  
3. Will you have some cake, \_\_\_\_-\_\_\_\_?

#### LESSON 21

##### A BLINDMAN'S GAME

(To be supplied by the teacher.)



## LESSON 22

these (thēsē)

fly (flī)

build (buīld)

those (thōsē)

flying (flī'īng)

building (buīld'īng)

hay (hāy)

sit (sīt)

read (rēad)

box (bōx)

sitting (sīt'īng)

reading (rēad'īng)

bird

do (dō)

school (sehōol)

birds

doing (dō'īng)

take (tāke)

bird's

use (ūsē)

taking (tāk'īng)

bill (bill)

using (ūs'īng)

By and by (Bī and bī)

sill (sill)

nest (nēst)

Look at these two birds. What are they doing?

One is flying into the schoolroom. The other is sitting on a boy's desk. He is looking at the boy, but the boy does not look up.

Are those Chinese boys?

No, they are English boys.

What are they doing?

They are reading.

Can you see the bird in the little box?

Yes, she is the mother bird. The other bird is taking the hay in his bill to the little box on the window sill.

What is the mother bird doing with the hay?

She is using it to build a nest in the little box. By and by she will lay eggs in the nest.

Is there a bird's nest on your window sill?

No, there is a box on my window sill, but the birds are not building in it.

#### WRITTEN WORK

1. The mother bird is — a nest.
2. My teacher is — a cup of tea in his hand.
3. The birds are not — into this room now.
4. The boys are — at their desks.
5. They are not — their pencils.



## LESSON 23

five (fīvē)

six (sīx)

seven (sēv'�n)

eight

nine (nīne)

ten (tēn)

new (nū)

lesson (lēs's'n)

toe (tōe)

toes (tōes)

bee

bees (bees)

wing (wīng)

wings (wīngs)

buzz (būzz)

Buzz (Būzz)

Can you see eight bees in this picture?

No, Mr. Wang, I can not see eight bees, but I can see five bees.

How many wings has a bee?

A bee has two wings.

How many legs has a bee?

A bee has six legs.

What does a bee say?

A bee says, "Buzz! buzz! buzz!"

Are there many new words in this lesson?

Do you know nine new words?

How many toes have you on one foot?

How many toes are there on both feet?

There are ten toes on both feet.

My father and mother have seven daughters. How many sisters have I?

There are six sons in our family. How many brothers have I?

How many brothers and sisters have you?

### WRITTEN WORK

(Make conditions true.)

1. —— boys are standing.
2. —— boys are sitting down.
3. There are —— books on the window sill.
4. Our teacher has —— pens in that old box.
5. —— —— has —— sisters.

### LESSON 24

ill (ill)

cold (eold)

away (away')

fill (fill)

far (fär)

something (some'thing)

mill (mill)

from (fröm)

sends (sends)

Your father is not here this afternoon, —— ——. Is he ill?

No, —— ——, he is not ill, but it is very cold to-day. He is an old man and can not go out in the cold.

Is your mother well?

Yes, thank you, she is very well. She sends you these eggs.

These are fine. Thank her very much. Will you please

take something to your father and mother for me? See! I will fill this box full of little cakes.

Oh, thank you! You are very good. They will like those very much.

Here are some flowers for you.

Thank you very much.

Where is your home? Is it far from here?

No, —— ——, it is not far away. It is down near the old mill.

Must you go?

Yes, I must go home now and take these cakes to father and mother. Good-by, —— ——.

Good-by, —— ——.

#### WRITTEN WORK

1. —— ——'s seat is far from the door.
2. —— ——'s desk is near our teacher's desk.
3. —— ——'s home is —— away.
4. —— ——'s home is —— here.
5. The bird can not fly ——.

#### LESSON 25

A GAME, "WHAT ARE YOU DOING?"

(To be supplied by the teacher.)



## LESSON 26

map (măp)	large	sea (sēa)	ship (shǐp)
small (smăll)	land (lănd)	play (plāy)	ships (shǐps)
row (rōw)	sand (sănd)	draw (drăw)	boat (bōat)
wet (wĕt)	wish (wĭsh)	pull (pŭll)	boats (bōats)
net (nĕt)	fish (fĭsh)	put (püt)	finger (fin'ger)
star (stăr)	hook (hōok)	putting (püt'ting)	fingers (fin'gers)
starfish (stăr'fĭsh')	line (līne)	cart (cărt)	man (măn)
	ox (ăx)	cargo (car'go)	men (mĕn)

These large ships go far out to sea.

Do you like to look at the sea?

Yes, and I like to see the little boats, too. Do those small boats go out to sea with the large ships?

No, they can not go very far. They must stay near the land.

Can you row a boat?

I can row a small boat, but I can not row a large one.

We can sit here and play in the sand. Will you play with me? You and I can draw a map in the sand with our fingers.

I do not like to draw maps. I wish to take a hook and line and catch some fish.

I like to catch fish with a net. See, this net is wet now! There is a starfish in it.

What are those men putting on the cart?

They are putting the cargo of the large ship on it. The ox will pull the cart.

#### WRITTEN WORK

1. A —— is very large.
2. A —— is small.
3. You can —— a ——.
4. I can not —— a ——.
5. He —— to play in the ——.

## LESSON 27

bring (brīng) floor (flōor) off (ōff) then (thēn) head (hēad)  
 Bring (Brīng) under (un'der) coat (eōat) Then (Thēn) study (stūd'ȳ)  
 hang (hāng) still (stīl) cap (eāp) get (gēt) lesson (lēs's'n)

Bring your books here, —— ——.

Put your pen in this book, —— ——.

— —, put one book on my desk and another one  
on the window sill.

— —, put that book on the floor under your seat.

— —, put all your books into your desk.

— —, you may open the door and go out of the  
room. Put your cap on your head.

— —, come and stand on the door sill.

— —, take off your cap and hold it in your hand.

— —, hang your coat up on this hook.

— —, take your English book out of your desk.

— —, take your seat and study your lesson well.

## WRITTEN WORK

1. The boy's cap is — his desk.
2. There is a new fan — this box.
3. Take — your hat at the door.
4. Put — your coat.
5. Take your pen — — your desk.

## LESSON 28

bell (bēll)  
may (māy)  
May (Māy)  
ring (rīng)

ball (bāll)  
call (cāll)  
fun (fūn)  
kite (kītē)

make (māke)  
making (māk'īng)  
game (gāme)  
games (gāmēs)

go (gō)  
going (gō'īng)



Will you play ball with the boys to-day?

Yes, father says I may play games all  
There is no school to-day, you know.  
bell will not ring to call the boys from

morning.

The school  
their play.

Oh, that is fine! We are going on  
May my little brother come, too?

Yes, he may come with you, but he is too little  
to play ball.

He does not know how to play ball, but he will  
bring a kite. Father is making it.

Are all the boys here?

I will see. One, two, three, four, five, six,  
seven, eight, nine. Yes, all are here.

What fun it will be to play ball with so  
many boys!

## WRITTEN WORK

1. We like —— play ball with the other boys.
2. My brother is —— little.
3. I know how —— ——.



## LESSON 29

sing (sǐng)	sheet	paper (pa'per)	sentence (sen'tence)
speak (spēak)	neat (nēat)	tell (těll)	notebook (nōte'bōōk')
try (trȳ)		blackboard (bläck'bōārd')	

Do you like to sing?

I like to sing in Chinese, but I do not know how to sing in English.

You speak English very well.

I try to speak English to my teacher, and I try to write it, too.

Do you write your sentences on a sheet of paper?

No, I write all my English sentences in a notebook.

Do you use a pen or a pencil?

I use a pencil. Our teacher tells all the boys to use pencils.

We try to make the notebooks very neat.

Our teacher writes all the new words on the blackboard.

## WRITTEN WORK

1. We are —— boys.
2. Our teacher writes —— sentences on the blackboard.
3. I am not writing these —— sentences with a —— pen, but I am writing with a pencil.

## LESSON 30

## A GAME, "TELLING AND DOING"

(To be supplied by the teacher.)



## LESSON 31

get (gĕt)

Get (Gĕt)

getting (gĕt'tĭng)

hot (hōt)

lie (līe)

bed (bĕd)

shine (shīne)

shining (shīn'īng)

cow (eow)

cows (eows)

look (lōok)

looking (lōok'īng)

weak (wēak)

ride (rīde)

riding (rīd'īng)

sun (sūn)

Get up, —— ——, get up!

Do not lie in bed all day!

Look out of the window. The sun is shining. It is a fine day.

I can not look at the sun. My eyes are too weak.

We must not stay indoors on a fine day. I wish to walk on the hill this morning.

Do you see those men? What is that tall man doing?

That tall man is getting some hay for his cows.

What is the boy doing?

The boy is riding on the ox. The ox is pulling the cart.

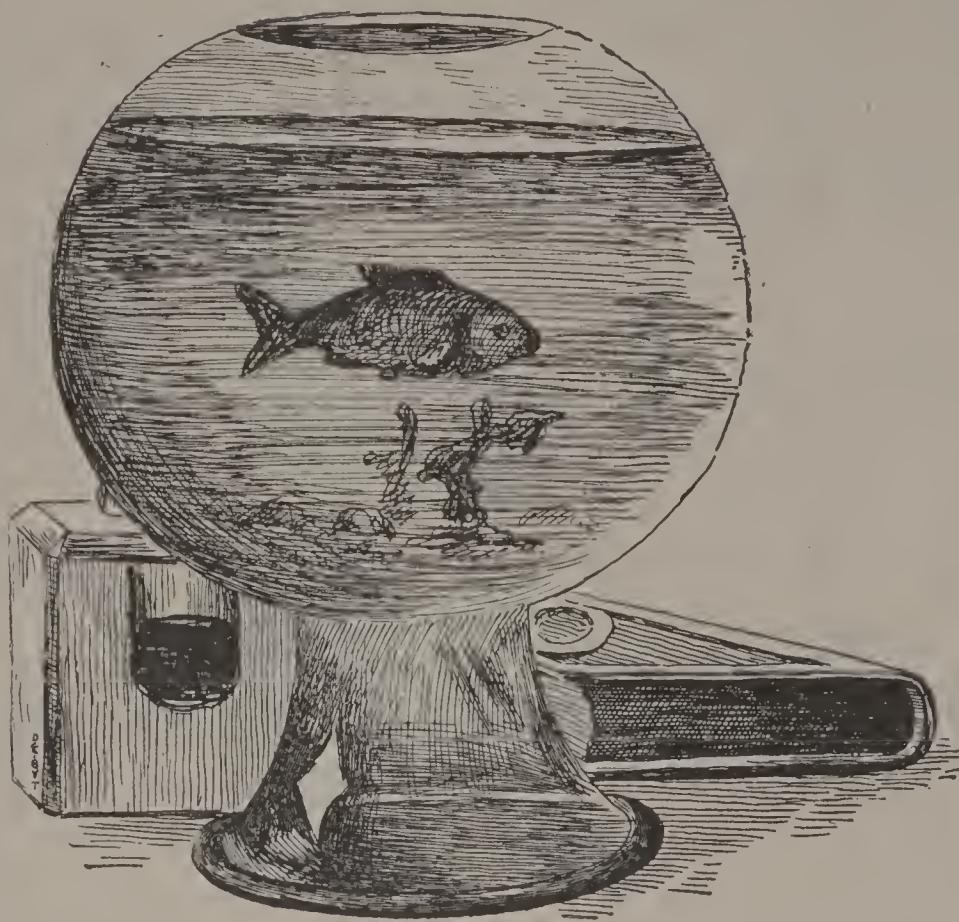
What are those large birds doing?

Those large birds are looking for something to eat.

It is very hot to-day. We must not stay out too long. We must go home now.

#### WRITTEN WORK

1. My pencil is —— that sheet of paper.
2. Hang your coat ——.
3. The mother bird uses the hay to build a nest —— the box.
4. The box is —— the window sill.
5. I like to play —— my little brother.



## LESSON 32

gold (gōld)                    dish (dīsh)    kill (kīl)    die (dīe)    they  
goldfish (gōld'fīsh')    time (tīmē)    year (yēar)    let (lēt)    them (thēm)

See those fine goldfish! When the sun shines, they look like gold. May I put them on the window sill?

Oh, no! Do not put them on the window sill. Our old cat will kill them. Put them in the other room and close the door. Do not let the cat go in there.

Do not fear. I will make the cat stay out. I wish these fish to live a long time. They may live a year.

Please may I put one of those little goldfish in this dish? I wish to give it to my friend.

You may have a fish, but you must not put it in that dish. It will fall out and die. You know a fish can not live out of the water.

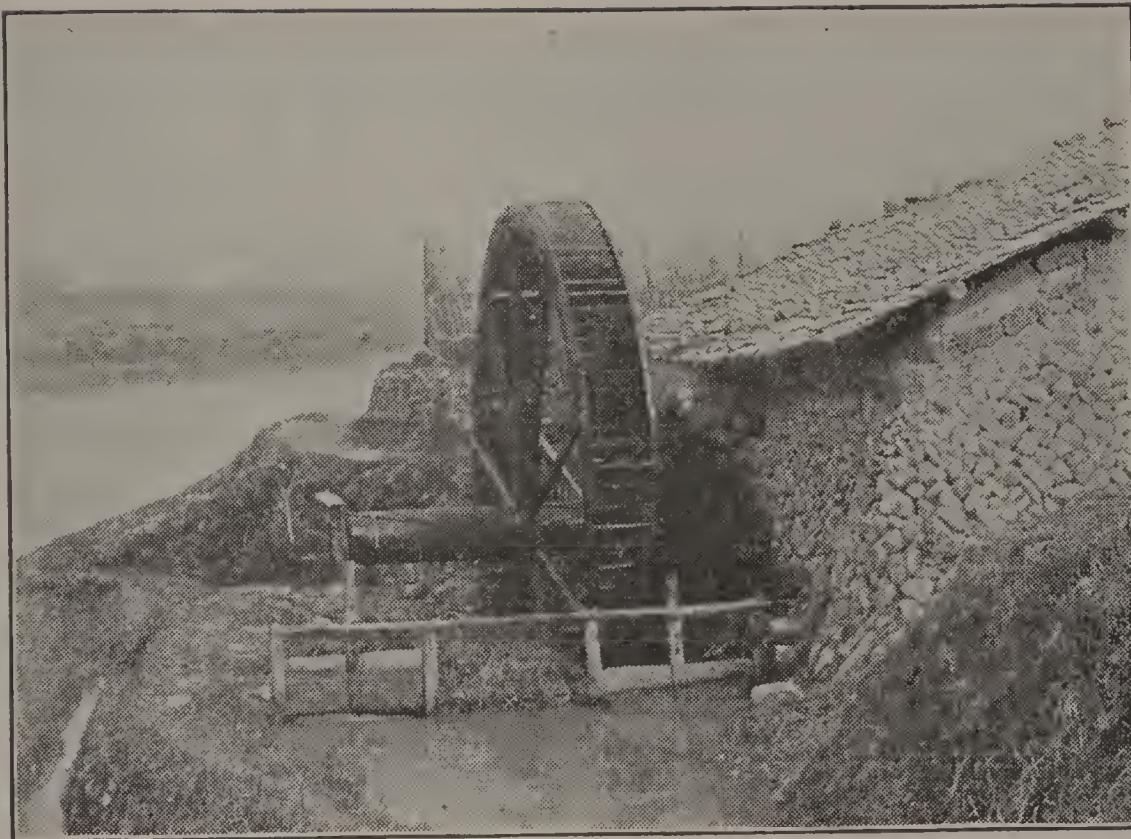
#### WRITTEN WORK

1. You —— go home now.
2. I —— give you a goldfish.
3. A fish —— not walk.
4. I —— not wish to eat an egg.
5. The teacher says we —— study our lessons well.

A GATEWAY INTO ENGLISH  
FOR CHINESE STUDENTS

PART II





## LESSON 1

### THE MILL

cook (koȯk)	old (ōld)	go (gō)	stop (stōp)
dinner (dīn'nēr)	older (ōld'ēr)	goes (gōes)	dear (dēar)
bake (bāke)	pick (pīck)	white (whīte)	wheel
baker (bāk'ēr)	than (thān)	ask (āsk)	when (whēn)
miller (mīll'ēr)	tall (tāll)	round	rice (rīce)
millstone (mīll'stōne')	taller (tāll'ēr)	stone (stōne)	flour

The old miller stays in the mill all day. He does not go home for dinner. He likes his little daughter to bring

his dinner to the mill. Her mother cooks a good dinner; then she calls, "Here is your father's dinner, dear. Take it to the mill. Father likes to eat it hot, you know. Do not stop to pick any flowers."

So the little girl walks fast. She does not stop at all.

The miller's daughter has a friend older than she is, and taller, too. This friend likes to go with her to the mill.

The two girls like to see the large wheel go round and round in the water. They ask, "What makes the wheel go round?"

The miller says, "The water makes it go. In the mill there are two large round stones. When the large wheel goes round, these stones go round and round, too. That makes the rice into fine white flour. The baker uses the flour to make cakes. He bakes very good little cakes."

"May we go into the mill and look at the millstones, father?"

"Oh, no, no! You must not go into the mill, but you may stand at the door. You can see very well there."

#### WRITTEN WORK

1. Is your brother older than you are?
2. Is \_\_\_\_\_ taller than \_\_\_\_\_?

## LESSON 2

## THE CLOCK

tick (tīk)	keep	eleven (ē lēv' n)	past (pāst)
tock (tōk)	time (tīmē)	twelve (twēlvē)	after (āft' ēr)
strike (strīkē)	hour (hōr)	before (bē fōrē')	large (lārjē)
clock (elōk)	it (īt)	half (hālf)	larger (lār'gēr)
o'clock (ō'elōk')	its (īts)	quarter (quārt' ēr)	

Have you a tall clock like this in your home, — — ?

No, — —, I have not a tall clock, but I have a small round clock in my room.

Does your clock strike?

No, but it keeps time very well.

This tall clock keeps time well, too. Can you hear it say, "Tick, tock, tick, tock"?

Yes, I can hear it far away. It strikes the hour, too. It says, "One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve."

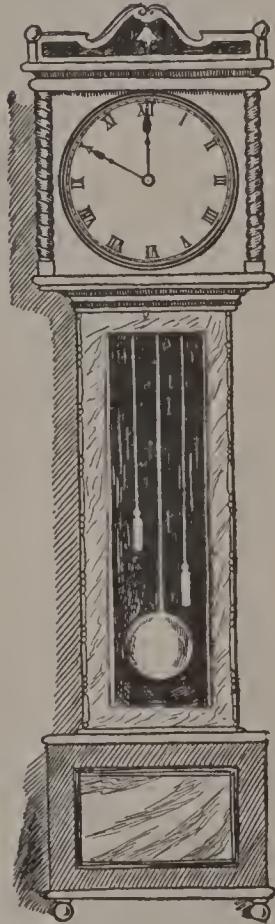
Can you tell what time it is?

It is twelve o'clock.

At what time do you eat dinner?

I eat dinner at a quarter past twelve o'clock.

When do you go home?



We go home at half past four.

At what time do you get up in the morning?

I get up at a quarter before seven.

Clocks are like boys and girls. Do you know how?

A clock has a face. A girl has a face, too.

A clock has two hands. A boy has two hands, but a boy's hands are larger than the hands of a clock.

What does a clock do with its hands?

What does a boy do with his hands?

#### WRITTEN WORK

1. Are there any little goldfish in this dish?
2. Do you know how to play ball?
3. Does your friend like to play, too?

#### LESSON 3

##### A GAME, "WHAT TIME IS IT?"

(To be supplied by the teacher.)

#### WRITTEN WORK

1. With what does a clock tell the time?
2. What do you do with your hands?
3. With what does a miller make the rice into fine white flour?
4. With what does a bee fly?



## LESSON 4

## OUR FARM

farm (fär'm)

farmer (fär'm'ĕr)

summer (sü'm'mĕr)

neck (nĕck)

cock (cōck)

fox (fōx)

foxes (fōx'ĕs)

flock (flōck)

black (bläck)

quack (quăck)

chick (chĭck)

chicken (chĭck'ĕn)

cluck (elück)

duck (dŭck)

duckling (dŭck'lĭng)

swim (swĭm)

swimming (swĭm'mĭng)

sly (slī)

slyer (slī'ĕr)

My home is on a farm. My father is a farmer.

We have a fine flock of hens and three or four large cocks. Our hens have many little chickens.

The old black hen says, "Cluck, cluck, cluck!" She is calling her little chicks to eat something.

We have some ducks, too. Come to see our farm in the summer time. Then you will see the little ducks swimming in the water. The old duck says, "Quack, quack, quack!" and away the ducklings swim after her.

The fox likes our hens and ducks. He says they are very good to eat. He takes a fine duck by the neck and runs away with it. Foxes are very sly. They are slyer than cats.



### WRITTEN WORK

(A Review of Prepositions.)

1. Where is my coat hanging?
2. What am I putting into my desk?
3. What am I taking out of this box?
4. Is there anything on the floor under your seat?
5. Is the school far from your home?

## LESSON 5

## THE STONECUTTER

block (blōck)	sometimes (sōme'tīmēz)	good (gōod)
blow (blōw)	stonecutter (stōne'eūt'tēr)	better (bēt'tēr)
cut (cūt)	flat (flāt)	letter (lēt'tēr)
clay (elāy)	flaw (flāw)	shop (shōp)
place (plācē)	float (flōat)	wind (wīnd)
plan (plān)	flow (flōw)	west (wēst)
tool (tōol)	find (fīnd)	river (rīv'ēr)

My friend's father is a stonecutter. He can cut letters and flowers in stone with his tools. We boys like to see him cut a large block of stone.

Sometimes there is a flaw in the stone. Then the stonecutter says, "I cannot use this. I must have good stone." Then he looks and looks to find a better block.

He makes a plan of the letters on a sheet of paper. He can write Chinese words very well, but he does not know how to write English. My friend writes the English words on paper, and then his father cuts them in stone.

A small river flows near the stonecutter's shop. The old man puts the stones on a large, flat boat, and the boat floats down to the city. But when the west wind blows up the river, the boats cannot float down.

There is some clay near the river. The boys like to play with this clay. They use it to make men and boys, cows, goats, deer, and many other things. The stone-cutter's shop is a fine place for play.

#### WRITTEN WORK

1. At what time do you come to school in the morning?
2. At what time do you go home in the afternoon?
3. At what time do you go to bed at night?
4. Is this clock better than the clock in your room?

In this book there is a picture of:

1. A boy — a —.
2. A hen — little —.
3. Two boys — their —.
4. A ship — the —.
5. A bird — hay — its —.
6. A mill — a —.
7. A little girl — a —.
8. A hen — a —.
9. A man — hay — his —.
10. Some goldfish — the —.
11. A clock — two —.
12. A bird flying — a —.
13. A man — his —.

## LESSON 6

## THE LITTLE SEEDS

garden (gär'd'n)	glad (glăd)	about (à bout')
gardener (gär'd'n ēr)	such (sūch)	feed
wake (wāke)	deep	need
beautiful (bū'ti ful)	peep	seed
rain (rāin)	sleep	weed
wait (wāit)	young (yoǒng)	indeed (ǐn deed')
me (mē)	us (ūs)	him (hǐm)
kind (kīnd)	soon (sōon)	shall (shăll)
begin (bē gīn')	high (hīgh)	to-morrow (tō-mōr'rōw)
plant (plānt)	higher (hīgh'ēr)	next (něxt)
wise (wiſe)	sunshine (sūn'shīne')	week
wiser (wīſ'ēr)		

Here are some little black flower seeds.  
When shall we plant them?

To-morrow I shall go out to the large flower gardens. Will you go with me? The old gardener will tell us when to plant our seeds. He is much wiser than I am about such things. He knows what the young plants will need, too. They will need sunshine, but it must not be too hot. They will need water, but they must not be too wet.

The gardener says, "I think it will rain



next week. To-morrow I shall begin to plan my flower beds. Then I shall wait for the rain. When the rain begins, plant your seeds, and before long the young plants will begin to come up. Do not plant the seeds too deep. You will have to keep pulling up the weeds, or they will soon be higher than your plants. You will have to keep the birds away, too. Birds like to feed in a flower garden."

The gardener is very kind indeed. He is glad to tell us what we need to know.

Where are you, little seeds? I cannot find you. Oh, here you are! Soon we shall plant you all. You will go to sleep for three or four days. Then the sun will wake you up. Then you will peep out at him and say, "Thank you, kind sun." By and by you will give us some beautiful flowers.

#### WRITTEN WORK

(Refer to the illustrations of Part I, Lesson 26.)

1. How many men are sitting in that small boat?
2. Is any one rowing the boat?
3. Are those men putting cargo on the ship?
4. Is that man catching any fish with his hook and line?

## LESSON 7

(Pupils choose sides. Then Pupil No. 1 on Side A addresses the first question to Pupil No. 1 on Side B. After this is answered, Pupil No. 2 on Side B addresses question No. 2 to Pupil No. 2 on Side A, and so on.)

1. At what time shall you get up to-morrow morning?
2. When will the school bell ring?
3. What books shall you study next year?
4. What books will your brother study next year?
5. What will the boys play at half past four o'clock this afternoon?
6. What shall you do this afternoon?
7. Will the baker bake some cakes for me?
8. What shall we read to-morrow?
9. When will the clock strike?
10. Do you think the sun will shine next week?
11. Will the rain make the river higher than it is now?
12. Do you think the mother bird will lay eggs in that old nest?
13. When shall we know how to speak English well?
14. Shall you know how to speak English well year after next?
15. Will your brother know how to speak English next year?

## WRITTEN WORK

(In the following sentences fill the blanks with "shall" or "will," as may be required.)

1. Here is some fine white flour. Now we —— make some good little cakes.
2. I —— eat my dinner at twelve o'clock. At what time —— you eat yours? When —— the miller eat his?
3. Do you think the west wind —— blow to-morrow?
4. The sly old fox —— kill that young duck and eat it, I fear.
5. You —— find some beautiful flowers in Mr. Wang's flower garden. He —— fill your hands with flowers.
6. Next week the stonecutter —— use his tools to cut letters on a large, new stone.
7. Where —— you live next year? —— your family live there, too?
8. —— we row this little boat on the river?
9. Look at the rain! I —— not go out to-day.
10. Where —— you and your brother stay next summer? Where —— your father and mother be?
11. —— you plant your seeds this week or next week?
12. You —— need your notebooks to-morrow.

## LESSON 8

## A PICNIC

around (är round')	are (äre) — were (wĕre)
back (băck)	is (iſ) — was (waſ)
last (läſt)	come (eōme) — came (eāme)
lake (lăke)	eat (ēat) — ate (āte)
each (ēach)	get (gĕt) — got (gōt)
nut (nŭt)	has (hăſ) — had (hăd)
boatman (bōat'mān)	have (hăve) — had (hăd)
sell (sĕll)	give (gĭve) — gave (gāve)
way (wāy)	run (rūn) — ran (răn)
side (sīde)	read (rēad) — read (rēad)
cent (çēnt)	ride (rīde) — rode (rōde)
dark (dărk)	say (sāy) — said (sĕd)
park (pärk)	sit (sīt) — sat (săt)
part (pärt)	take (tāke) — took (tōok)
picnic (pīe'nie)	fast (făst) — faster (făst'ĕr)
go (gō) — went (wĕnt)	fine (fīne) — finer (fīn'ĕr)

One day last year two of my friends went with me out to West Lake Park on a picnic. West Lake Park is larger and finer than any other park in the city.

We each took a book and a box full of little cakes and nuts.

An old boatman came to us and said, "I will take you to the other side of the park for ten cents. Do you wish to go?"

We each gave him ten cents and went in his boat.

The lake was very beautiful. On it there were many other small boats.

Soon we were in another part of the park, where there were many beautiful flowers. We sat on a long seat and read our books.

Some boys were playing ball, and others were flying kites.

Before long a boy came around with cups of tea to sell. We each took a cup and gave him a cent for it. Then we ate our cakes and nuts and had a good time. A little bird came and ate part of a nut out of my hand.

I ran fast all the way back, and my friends rode in their chairs faster than I ran, but it was dark when we got home.

#### WRITTEN WORK

1. Do you know how to swim well?
2. Is a duckling larger than a chicken?
3. What shall you do next summer?
4. How many little chicks are running after the old hen?
5. Does the gardener keep pulling up the weeds in the garden?
6. Do you like to go on a picnic with some of your friends?



## LESSON 9

## THE LIGHTHOUSE KEEPER'S DAUGHTER

buy (buȳ)	clear (elēar) — clearer (elēar'ēr)
light (līght)	bright (brīght) — brighter (brīght'ēr)
lighthouse (līght'house')	far (fär) — farther (fär'thèr)
sail (sāil)	young (yoȳng) — younger (yoȳn'gēr)
sailor (sāil'ēr)	hard (härd) — harder (härd'ēr)
sailboat (sāil'bōat')	thick (thīck) — thicker (thīck'ēr)
lamp (lāmp)	small (smāll) — smaller (smāll'ēr)
tower (tow'ēr)	see (see) — saw (sāw)
wood (wōod)	keep (keep) — kept (kěpt)
sight (sīght)	tell (těll) — told (tōld)
clean (elēan)	shine (shīne) — shone (shōne)
rock (rōck)	die (dīe) — died (dīed)
sky (skȳ)	sing (sīng) — sang (sāng)
cloud (eloud)	begin (bē gīn') — began (bē gān')

cloudy (cloud'ŷ)	blow (blōw) — blew (blew)
wave (wāve)	know (knōw) — knew (knew)
oil	can (eān) — could (eōd)
work (wûrk)	stand (stănd) — stood (stōod)
clever (elēv'ēr)	hang (hăng) — hung (hŭng)
never (nēv'ēr)	meal (mēal)
else (ělse)	reader (rēad'ēr)
care (eâre)	to-night (tō-nīght')
kitchen (kîtch'ēn)	over (ō'vēr)

The lighthouse is very much higher than the light keeper's house. It is so high that the sailors can see it farther than anything else.

Do you see that small house with a light in the window? That is where the light keeper lives with his little daughter. She is very young, but she is wiser than many older girls. When she was still younger, she took care of her mother, who was ill a long time. Last year her mother died, so now she takes care of her father. That smaller house is the kitchen where she cooks her father's meals.

One day the light keeper went away in his sailboat to buy rice, meat, eggs, wood, and many other things. He told his daughter to take good care of the house. "I shall come back at five o'clock," he said. "Shall I bring you a new reader or a beautiful picture for your room?"

"Oh, father, please bring me a new reader," she said.

“I like books better than pictures. When I have a good book, I never need any one to play with.”

She sang all morning at her work. “This afternoon, when the house is clean,” she said, “I shall go out on the rocks to look for father’s boat.”

But at three o’clock the sky was cloudy, and the wind began to blow. It blew harder and harder, and the clouds began to get thicker and thicker. The waves were higher than a man’s head. No boat could sail on such a sea.

“I must hang the lamp up in the lighthouse,” said the light keeper’s daughter. “The sailors will need a bright light to-night.”

She knew how to clean the large lamp and fill it with oil, but she could not hang it up in the tower. At last she took a chair and stood on it, and hung it on the long hook. Then its light shone brighter and brighter out over the sea. Far away in his little sailboat the lighthouse keeper saw it and was glad. He kept in sight of the light, and at nine o’clock, when the sky began to get clearer, he came back to his clever little daughter.

#### WRITTEN WORK

1. Look at —— beautiful flowers. The kind gardener gave —— to me.

2. That woman cooks dinner for \_\_\_\_ sons. \_\_\_\_ likes to cook for \_\_\_\_\_. \_\_\_\_ love \_\_\_\_ very much.

3. The farmer feeds \_\_\_\_ ducks and chickens well. \_\_\_\_ calls \_\_\_\_ and \_\_\_\_ all run to \_\_\_\_.

4. \_\_\_\_ sat in \_\_\_\_ seats all morning. But at twelve o'clock \_\_\_\_ teacher told \_\_\_\_ to go home.

### LESSON 10

**new** (new) — **newer** (new'ĕr)

**near** (nēar) — **nearer** (nēar'ĕr)

**dear** (dēar) — **dearer** (dēar'ĕr)

**hot** (hōt) — **hotter** (hōt'tĕr)

**cold** (eōld) — **colder** (eōld'ĕr)

**dark** (därk) — **darker** (därk'er)

**good** (gōōd) — **better** (bĕt'tĕr)

**well** (wĕll) — **better** (bĕt'tĕr)

**neat** (nēat) — **neater** (nēat'ĕr)

**my** (mī)

**mine** (mīne)

**your** (yoūr)

**yours** (yoūrs)

(Each pupil reads one question, addressing it to any one in the class whom he chooses, provided that pupil has not already recited.)

1. \_\_\_\_ \_\_\_\_, is your coat newer than mine ?

2. \_\_\_\_ \_\_\_\_, is your mother dearer to you than your friend ?

3. \_\_\_\_ \_\_\_\_, is \_\_\_\_ \_\_\_\_'s notebook neater than yours ?

4. \_\_\_\_ \_\_\_\_, was it darker at three o'clock this morning than it is now ?

5. ——, is your seat nearer the teacher's desk than ——'s seat?

6. ——, these cakes are not very good. Have you any better ones?

7. I am not writing these words very well, ——. Will you please write them better?

8. ——, was it hotter last summer than it is now?

9. ——, was it colder at two o'clock this morning than it is now?

10. ——, is your home farther from our schoolhouse than ——'s home?

11. The waves on the lake are not high. ——, are the waves on the sea higher?

#### WRITTEN WORK

1. Where does a gardener work?

2. Where does a miller work?

3. Where does a farmer work?

4. What does a teacher do?

5. What does a stonecutter do?

6. Do you like a sailboat better than a ship?

7. Is an old man much wiser than a young man?

8. Can a fox run faster than a cat?

## LESSON 11

## A DAY OF PLAY

do (dō) — did (dīd)	butterfly (būt'tēr flī)
hear (hēar) — heard (hērd)	kindly (kīnd'lī)
fly (flī) — flew	playday (plāy'dāy')
hold (hōld) — held (hēld)	plaything (plāy'thīng')
want (wānt)	playmate (plāy'mātē)
cut (cūt) — cut	together (tō gēth'ēr)
make (māke) — made (māde)	herself (hēr sēlf')
put (pūt) — put	late (lāte)
catch (cātch) — caught (cāught)	song (sōng)
speak (spēak) — spoke (spōke)	story (stō'rī)
fall (fāll) — fell (fēll)	again (ā gēn')
ring (rīng) — rang (rāng)	more (mōre)
bring (brīng) — brought (brāt)	well (wēll)
lie (līe) — lay (lāy)	
teach (tēach) — taught (tāught)	
strike (strīke) — struck (strūck)	
long (lōng) — longer (lōn'gēr)	

Flower Sister was a little girl who did not like to study. One morning when the clock struck eight, her mother told her it was time to go to school. "Oh, mother," she said, "may I stay at home to-day? I do not wish to study or work all day. Please let me have one day for play."

"Very well," said her mother, "you may play all day long. You need not do any work at all."

“Oh, that will be fine!” said Flower Sister. “What a good time I shall have!”

When the other girls came past the house on their way to school, they saw Flower Sister standing at the door: “Come, Flower Sister,” they said, “get your books. You will be late.”

“I am not going to school to-day,” she said.

“Are you ill?”

“Oh, no! But mother says I may play all day.”

When the other girls heard this, some of them did not want to go to school, but at last they all went on. Flower Sister stood at the door and sang a glad little song. The sun shone, the birds flew here and there, and the flowers held up their beautiful faces to the sun. Flower Sister cut some flowers and put them in her mother’s room. Then she made a small net and caught a butterfly.

After that she read a new story in her reader. When her mother saw her, she took the book away. “You must not study to-day, my dear,” she said. “You are to play all day long.”

“Oh, I like to read,” said Flower Sister. “Please let me have the book to look at pictures.”

“No,” said her mother. “These are lessons. I told you that you need not have any lessons to-day.”

Flower Sister went into her room. Her old coat hung on a hook on the door. "I will wash my coat," she said to herself. "Mother likes to have all my coats clean."

She went to the well to get some water, but her mother said, "What are you doing? That is work. You must not do that to-day."

She spoke kindly, but Flower Sister's face fell.<sup>1</sup> She could not sing a glad song now. After dinner, when the schoolbell rang, she said, "Please let me go to school this afternoon, mother."

But her mother said, "No. This is your playday, you know."

Flower Sister did not know what to do. She brought out her playthings, but the other girls were all in school, so she had no playmates. She lay down on her bed, but she could not sleep. That day was longer for her than any other day in the year. At last the long, long day was over. When Flower Sister went to bed, she said, "No more playdays for me, mother. I shall never wish to stay at home from school again."

That one day taught her a good lesson. She knew now that work and play together are much better than all play and no work.

<sup>1</sup> *She looked unhappy.*

## WRITTEN WORK

1. What did you eat for dinner yesterday?
2. Did the sun shine yesterday?
3. Did you come to this school last year?
4. Did you take any books home yesterday afternoon?
5. Did the wind blow hard last night?

## LESSON 12

## THE DAYS OF THE WEEK

first (fīrst)	fifth (fīfth)	yesterday (yēs'tēr dāy)
Sunday (Sūn'dāy)	Thursday (Thūrs'dāy)	ago (ā gō')
second (sēe'ōnd)	sixth (sīxth)	essay (ēs'sāy)
Monday (Mōn'dāy)	Friday (Frī'dāy)	holiday (hōl'i dāy)
third (thīrd)	seventh (sēv'nth)	church (chūrch)
Tuesday (Tūes'dāy)	Saturday (Sāt'ūr dāy)	repeat (rē pēat')
fourth (fōurth)	minute (mīn'it)	
Wednesday (Wednes'dāy)		

Can you repeat the names of the seven days of the week?

(One pupil asks and another answers each of the following questions. Each pupil should prepare an answer to each question before coming to class.)

What is the name of the first day of the week?

What is the third day of the week?

What is the seventh day of the week?

What day is to-day?

What day will to-morrow be?

What day will day after to-morrow be?

What day was yesterday?

On what day do you have a holiday?

On what day do you write a Chinese essay?

On what day do you go to church?

Yesterday I brought a beautiful picture to school.

What did you do day before yesterday?

Ten minutes ago I wrote that sentence on the black-board. What did you do five minutes ago?

Where shall you go next Saturday afternoon?

### WRITTEN WORK

(A Diary.)

1. On Sunday afternoon at four o'clock I \_\_\_\_.
2. On Monday morning at seven o'clock I \_\_\_\_.
3. Last Tuesday I \_\_\_\_.
4. Wednesday morning my friend and I \_\_\_\_.
5. Thursday evening we all \_\_\_\_.
6. Friday afternoon all the boys \_\_\_\_.
7. Last Saturday afternoon I \_\_\_\_ \_\_\_\_.

### LESSON 13

#### A GAME, "WHAT DID YOU DO?"

(To be supplied by the teacher.)

## WRITTEN WORK

1. Is —— ——'s coat thicker than this coat?
2. Can a deer run faster than a goat?
3. Is the sun much brighter than the stars?
4. Is this flour finer than Chinese flour?
5. Is the sky clearer now than it was at seven o'clock this morning?

## LESSON 14

## OUR KITTENS AND THEIR RELATIVES

kitten (kīt't'n)	whiskers (whīsk'ĕrs)	tooth (tōoth)
relative (rēl'ā tīve)	night (nīght)	teeth
member (mēm'bēr)	become (bē eōme')	mane (māne)
animal (ān'i māl)	because (bē eāusē')	tiger (tī'gēr)
body (bōd'y)	hunt (hūnt)	lion (lī'ōn)
keen	fur (fūr)	it
soft (sōft)	bone (bōne)	itself (it sēlf')
world (wūrld)	stripe (strīpe)	yellow (yē'lōw)
wild (wīld)	tame (tāme)	hair (hāir)
steal (stēal)	pet (pēt)	climb (elīmb)
strong (strōng) — stronger (strōn'gēr) — strongest (strōn'gēst)		
large (lärge) — larger (lär'gēr) — largest (lär'gēst)		
thick (thick) — thicker (thick'ēr) — thickest (thick'ēst)		
long (lōng) — longer (lōn'gēr) — longest (lōn'gēst)		
hot (hōt) — hotter (hōt'tēr) — hottest (hōt'tēst)		
sly (slī) — slyer (slī'ēr) — slyest (slī'ēst)		
good (gōod) — better (bēt'tēr) — best (bēst)		
well (wēll) — better (bēt'tēr) — best (bēst)		

**kind** (kīnd) — **kinder** (kīnd'ēr) — **kindest** (kīnd'ēst)

**gentle** (gēn'tl) — **gentler** (gēn'tlēr) — **gentlest** (gēn'tlēst)

**sharp** (shärp) — **sharper** (shärp'ēr) — **sharpest** (shärp'ēst)

Do you know that our old mother cat and her three little kittens have many relatives who are very much larger and stronger than they are? These relatives do not look like our kittens at all, but they are like them in many ways. Can you tell a member of the cat family from any other animal?

A member of the cat family has a long body, keen eyes and ears, sharp teeth, long whiskers, and soft paws with sharp claws.

At night when it is dark, the eyes of these animals become larger and brighter. This is because they hunt for smaller animals at night, so they need to see best of all then. They catch and kill these animals with their claws

and pull the meat off the bones with their claws and teeth and tongues.

The lion is the largest and strongest of all the members of the cat family. It has beautiful thick fur. The largest, thickest hair on its body is on its head. This is its mane. It is thicker than a horse's mane.



The tiger is a little smaller than the lion, but it sometimes kills other animals larger than itself. A tiger has no mane, but there are beautiful black and yellow stripes on its body. Tigers and lions live in the hottest parts of the world.

The wild cat is not very much larger than the tame cats that we have in our homes, but it kills many, many smaller animals. All the members of the cat family are sly, and the wild cat is one of the slyest. It likes to climb over the wall to steal our hens and chickens.

Some day we shall read about the other members of the cat family. We like the cats in our homes best of all. They are the kindest and gentlest of pets.



#### WRITTEN WORK

1. How many months ago did you begin to study English?
2. How long ago did you have a holiday?
3. How many minutes ago did the clock strike?
4. At what time did you go to church last Sunday?

## LESSON 15

## A CONTEST

(To be supplied by the teacher.)

## WRITTEN WORK

1. Did —— —— jump higher than —— —— yesterday?
2. Who spoke the plainest English of all?
3. Which contest did you like best of all?
4. Did —— —— draw a better picture than —— ——?

Who drew the best picture of all?

## LESSON 16

13 thirteen (thīr'teen')	27 twenty-seven (twēn'ty-sēv'n')
14 fourteen (fōur'teen')	28 twenty-eight (twēn'ty- <u>eight</u> ')
15 fifteen (fīf'teen')	29 twenty-nine (twēn'ty-nīne')
16 sixteen (sīx'teen')	30 thirty (thīr'ty)
17 seventeen (sēv'n teen')	40 forty (fōr'ty)
18 eighteen ( <u>eight</u> 'een')	50 fifty (fīf'ty)
19 nineteen (nīne'teen')	60 sixty (sīx'ty)
20 twenty (twēn'ty)	70 seventy (sēv'n tī)
21 twenty-one (twēn'ty-wūn')	80 eighty ( <u>eight</u> 'y)
22 twenty-two (twēn'ty-twō')	90 ninety (nīne'ty)
23 twenty-three (twēn'ty-three')	100 one hundred (one hūn'drēd)
24 twenty-four (twēn'ty-fōur')	page (pāgē)
25 twenty-five (twēn'ty-five')	person (pēr's'n)
26 twenty-six (twēn'ty-sīx')	student (stū'dēnt)

(One student asks and another answers each of the following questions.)

How old are you?

How old were you three years ago?

How old shall you be ten years from now?

How old shall you be thirty years from now?

When shall you be twenty-one years old?

How many students are there in this room?

How many students are there in this school?

How many pages are there in your reader?

How many pages are there in this book?

How many lessons are there in this book?

How many persons are there in your family?

#### WRITTEN WORK

1. Who is the oldest member of your family?
2. Are a tiger's teeth sharper than a fox's teeth?
3. When you are twenty-five years old, shall you be much stronger than you are now?
4. What is the hottest time of the day?
5. What lesson did you study two days ago?
6. Is this lesson harder than the lesson was yesterday?
7. When are a cat's eyes the brightest?
8. Is English much harder for you to write than Chinese?

## LESSON 17

## I'LL TRY

reply (rē plīy') — replied (rē plīed')	flesh
study (stūd' īy) — studied (stūd' īed)	show (shōw)
learn (lērn) — learned (lērnd)	till (till)
stay (stāy) — stayed (stāyed)	perhaps (pēr hăps')
fear (fēar) — feared (fēared)	always (al'wāys)
live (līve) — lived (līved)	absent (ăb'sent)
finish (fīn'īsh) — finished (fīn'īshēt)	poor (pōor)
earn (ērn) — earned (ērnd)	money (mōn'ey)
seem (seem) — seemed (seemed)	mind (mīnd)
leave (lēave) — left (lēft)	shopkeeper (shōp'keep'ēr)
call (eāll) — called (eālled)	blister (blīs'tēr)
feel (feel) — felt (fēlt)	muscle (mūs'l)
may (māy) — might (mīght)	America (Ā mēr'ī eā)
ask (āsk) — asked (āskt)	China (Chī'nā)
wish (wīsh) — wished (wīshēt)	hope (hōpe)
like (līke) — liked (līkt)	ever (ēv'ēr)
look (lōok) — looked (lōokt)	every (ēv'ēr ī)
work (wūrk) — worked (wūrkt)	few
stop (stōp) — stopped (stōpt)	real (rē'äl)
sleep (sleep) — slept (slēpt)	I'll (I'll)
reap (rēap) — reaped (rēpt)	can't (eān't)
help (hēlp) — helped (hēlpt)	there's (thēre's)
body (bōd' īy) — bodies (bōd' īēs)	don't (dōn't)
class (clāss)	why (whīy)
hire (hīre)	sad (săd)
train (trāin)	dig (dīg)
term (tērm)	early (ēr'līy)
uncle (ūn'k'l)	ripe (rīpe)

This is a picture of a boy who lived in China a few years ago. Perhaps he might not wish me to tell you his real name, so I will tell you the name that his teacher gave him. His teacher always called him "I'll Try."

Do you know why she gave him this name? When she asked the boys in her class to do anything hard, many of them said, "I can't," but this boy always said, "I'll try." He was not a very clever student, but he always studied hard and learned his lessons well. He said he wished to be a teacher.

One day I'll Try was absent from school. He stayed away two weeks, and his teacher feared that he was ill.

At last he came back, but his face was very sad. He said to his teacher, "My father died a week ago. My mother is very poor, so she cannot give me any more money to come to school. She says I may finish this term of school, but I cannot study next term."

"How old are you?" asked his teacher.



“I am seventeen years old,” said I’ll Try.

“Perhaps you can work in the summer and earn some money to come to school.”

I’ll Try liked that plan very much. He went to see many shopkeepers and asked them to give him some work in the summer. But no one wished to hire a boy.

“Don’t give up,” said his teacher. “Perhaps you can find some work near your home. Where there’s a will, there’s a way.”

I’ll Try’s uncle lived on a farm. I’ll Try went to see him. “May I work on your farm this summer, uncle?” he asked.

His uncle looked at him. “You do not know how to work with your hands,” he said.

“Please let me try, uncle,” said I’ll Try. “I will do my best.”

“Very well,” replied the farmer, “but I fear it will be too hard. Here is a hoe. Let me see you dig.”

I’ll Try took the hoe and began to dig. Before long there were blisters on his hands. The sun shone hotter and hotter. His uncle was right. It was hard work. But I’ll Try did not stop. He worked on and on till dinner time.

After dinner he felt better and began to dig again.

The farmer and his sons were older and stronger than he was, but he did not stop work till they stopped. At night he was very, very tired, but he went to sleep early and slept well.

Every day I'll Try worked better, and the work did not seem so hard. Week after week he kept at it. When the rice was ripe, the farmers reaped it, and he helped them. At last he left the farm, for it was time to go to school.

I'll Try was very glad to see his teacher again. "I can stay at school," he said. "I earned some money on my uncle's farm, and I shall earn more next summer."

I'll Try studied better that term than ever before. His mind seemed clearer. Do you know why? Because a strong mind needs a strong body. Work makes our bodies stronger. Look at the picture of I'll Try. See how large the muscles of his legs are. Hard work makes our muscles stronger and our flesh harder.

Do you know where I'll Try is now? He is a student in America. He works hard there, too. Before he went to America, he gave me this picture and said, "You may show this to other Chinese boys. I hope they will all learn my motto—

*Where there's a will, there's a way.*

## WRITTEN WORK

1. Do you wish to be a shopkeeper when you are a man?
2. Which story do you like best, "The Lighthouse Keeper's Daughter," "A Day of Play," or "I'll Try"? Why do you like it best?
3. Was the lighthouse keeper's daughter better than Flower Sister? Why?
4. How many days were you absent from school last term?

## LESSON 18

cloth (clōth)	goods (gōōds)	gentleman (gěn't'l mān)
stripe (stripe)	sale (sāle)	red (rēd)
striped (strīp'ēd or strīpt)	color (eōl'ēr)	cost (eōst)
cotton (eōt't'n)	spend (spēnd)	piece (piēçe)
blue (blūe)	seated (sēat'ēd)	rest (rēst)
flannel (flān'nēl)	whole (whōle)	only (ōn'lī)
dollar (dōl'lēr)		

thin (thīn) — thinner (thīn'nēr) — thinnest (thīn'nēst)

dark (därk) — darker (därk'ēr) — darkest (därk'ēst).

wide (wīdē) — wider (wīd'ēr) — widest (wīd'ēst)

cheap (chēap) — cheaper (chēap'ēr) — cheapest (chēap'ēst)

narrow (nār'rōw) — narrower (nār'rōw ēr) — narrowest (nār'rōw ēst)

fine (fīne) — finer (fīn'ēr) — finest (fīn'ēst)

1. Will you please go to the cloth shops with me today, — — ?

2. Yes, I shall be very glad to go with you, — — —.  
What kind of cloth do you wish to buy?

1. I am planning to buy some striped cotton cloth to make a coat for my younger sister. Then, too, I must buy some dark blue flannel that mother wrote me to get.

(*No. 1 and 2 walk along until they come to a shop, kept by No. 3 with other students acting as clerks.*)

2. Here is a large shop. Let us see what they have for sale.

3. Good afternoon. What can I show you to-day, sir?

1. Please show me some cotton cloth with fine stripes.

3. (*Turning to No. 4, a clerk.*) This gentleman wishes to look at striped cotton goods.

4. (*Leading the way to another counter and drawing out chairs.*) This way, sir. Please be seated. Here is some very good cloth — white, with blue stripes.

1. That is too light. It will not keep clean very long. Please show me something darker.

4. Here is some blue cloth with black stripes. Do you like this better?

1. Yes, the color is just right, but it is too thick. Have you any thinner cloth?

4. Yes, sir, here is some a little thinner, with red stripes.

2. That is not very wide. Is this the widest you have?

4. We have thicker cloth that is much wider, but it is English goods and costs more. Shall I show it to you?

1. No, never mind. This narrow cloth will do. How much is it a foot?

4. Ten cents a foot or two dollars for the piece.

2. How many feet are there in a piece?

4. Twenty-three.

1. I do not need so much. It takes only eight feet to make a coat.

2. But it is a little cheaper to buy the whole piece. If you need only eight feet, I can use the rest.

1. Very well, I will take the whole piece. Now will you please show us some dark blue flannel?

4. Do you wish to see the finest that we have?

1. No, I cannot buy the finest flannel. Mother does not wish to spend much money for it.

#### WRITTEN WORK

1. Where did you live when you were ten years old?

2. Do you hope to go to America some day?

3. What do you hope to do when you go to America?

4. Are there many Chinese boys like I'll Try?

## LESSON 19

8th — eighth (eighth)	21st — twenty-first (twēn'ty-fīrst')
9th — ninth (nīnθ)	30th — thirtieth (thīr'tī ēth)
10th — tenth (tēnθ)	40th — fortieth (fōr'tī ēth)
11th — eleventh (ē lēv'nth)	50th — fiftieth (fīf'tī ēth)
12th — twelfth (twēlfθ)	60th — sixtieth (sīx'tī ēth)
13th — thirteenth (thīr'teenθ)	70th — seventieth (sev'n tī ēth)
20th — twentieth (twēn'tī ēth)	100th — one hundredth (wūn hūn'-drēdθ)
list (list)	order (ōr'dēr)
review (rē view')	number (nūm'bēr)
question (quēs'chūn)	plainly (plāin'lē)
mean (mēan)	answer (ān'swēr)
slow (slōw)	

Here is a long list of words on the blackboard. You know them all, for they are review words. You studied them only a few weeks ago. Now I shall number each one plainly. Can you all read the numbers? One student may ask a question and call on another student to answer it.

1. — —, what is the tenth word?
2. — —, what is the seventy-second word?
3. — —, is the one hundred and third word longer than the fourteenth?
4. — —, please read from the eighty-sixth word to the ninety-first.

5. — —, what does the sixty-ninth word mean?

You may ask any questions you wish to about these words, but do not be too slow.

Now let all the students stand in a long line.

— —, who is the fifteenth one in the line?

— —, in what place does — — stand in the line?

No, he is not the twenty-third. Look again.

Yes, you are right this time. He is the twenty-fourth.

Let each boy pick out another boy and tell in what order he stands.

#### WRITTEN WORK

1. What is the color of this cloth?
2. How much money do you spend for books every term?
3. How many dollars can a farmer earn in one month?
4. Does flannel cost more than cotton cloth?
5. How much does a coat like this cost?
6. Is this wider cloth English goods?

#### LESSON 20

##### A NUMBER GAME

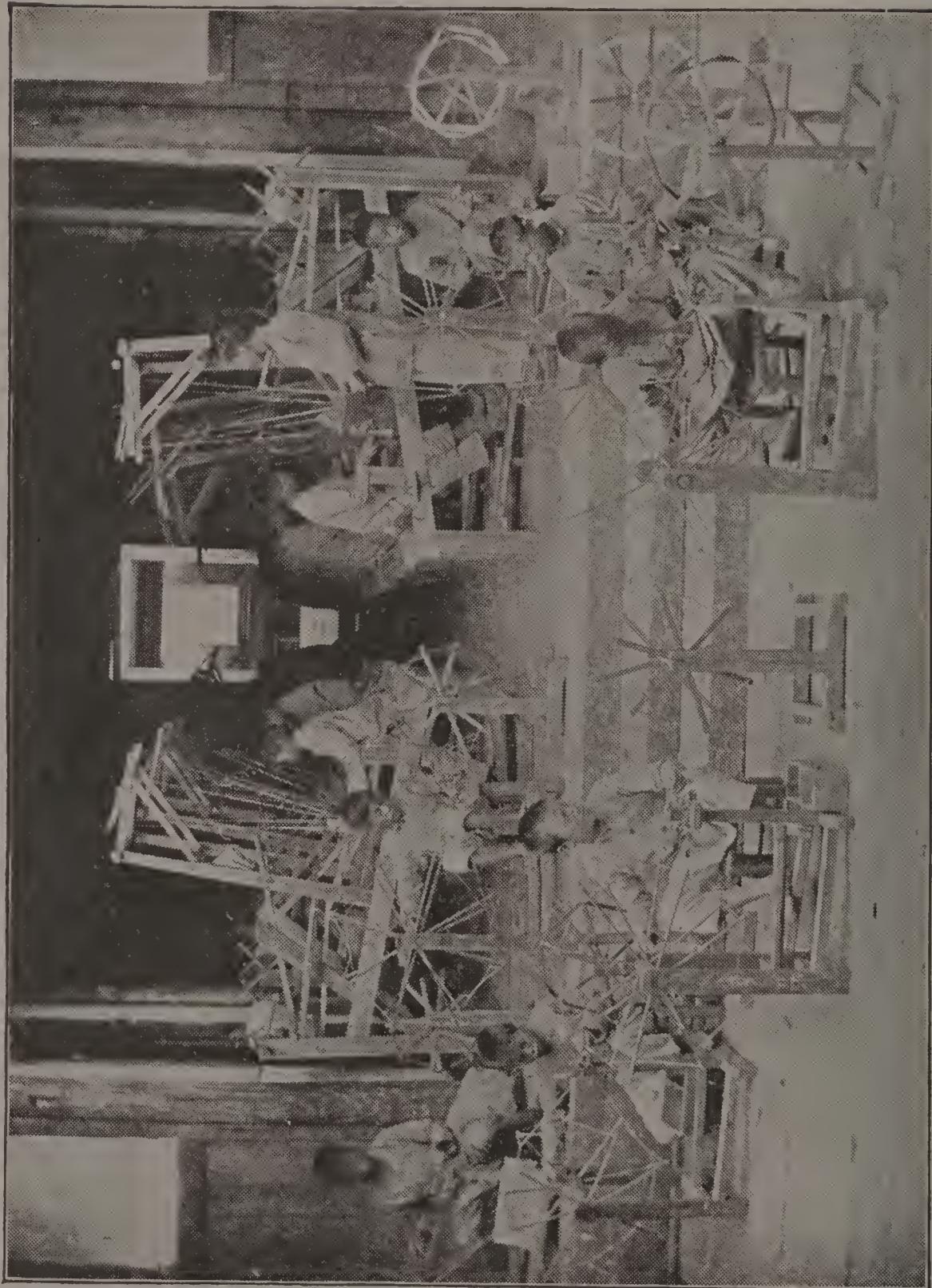
(To be supplied by the teacher.)

## WRITTEN WORK

1. In what place did you stand in the line yesterday?
2. Did you like the fourteenth lesson in this book better than the eighth lesson?
3. At what time did you go to bed last night?
4. At what time did you get up this morning?
5. How many hours did you sleep last night?
6. Is this the ninth week of school?
7. How many weeks are there in this term?

## LESSON 21

nothing (nōth'īng)	gentleman (gēn'tl̄ mān) — gentlemen (gēn'tl̄ mēn)
none (nōne)	spin (spīn) — spinning (spīn'nīng)
loom (lōom)	weave (wēave) — weaving (wēav'īng)
parent (pār'ēnt)	use (ūsē) — useful (ūsē'fūl)
guide (gūīde)	rest (rēst) — restful (rēst'fūl)
thread (thrēad)	thank (thānk) — thankful (thānk'fūl)
start (stārt)	help (hēlp) — helpful (hēlp'fūl)
street	skill (skill) — skillful (skill'fūl)
often (ōf'ēn)	happy (hăp'pī) — happier (hăp'pī ēr)
smooth (smōōth)	slow (slōw) — slowly (slōw'lī)
even (ē'ven)	careful (ēāre'fūl) — carefully (ēāre'fūl lī)
front (frōnt)	busy (bīs'ī) — busily (bīs'ī lī)
mistake (mīs tāke')	close (elōse) — closely (elōse'lī)
wear (wēar)	quick (quīck) — quickly (quīck'lī)
dead (dēad)	easy (ēas'ī) — easily (ēas'ī lī)
plenty (plēn' tī)	watch (wat̄ch) — watches (wat̄'ch ēs)
weaver (wēav'ēr)	



What a busy, busy place this is! Do you know what these boys are doing?

The younger boys are spinning thread and the older ones are weaving the thread into cloth. They are making the looms go with their feet, but they have to guide the thread very carefully with their hands. If they are not careful, the cloth will not be smooth. That man who is standing in front of the looms is the teacher. He watches each boy very closely to see that he does not make mistakes.

Spinning is easier than weaving, but the younger boys are also working very busily.

Two years ago none of these boys knew how to work. They did not know how to read or write, for their parents were dead and they had no money to go to school. Then a kind gentleman asked some other gentlemen to help him start a school where boys could learn to be useful men. Half of the boys study in the morning and work in the afternoon. The other boys work in the morning and study in the afternoon. This is much more restful than studying all day or working all day.

Two years ago these boys were playing on the street all day long, but they are much happier now than they were then. Then they had no one to care for them, and often they had nothing to eat and very little to wear. Now

they are so thankful to have a good, clean place to live in, plenty to eat, plenty to wear, and kind, helpful teachers.

When the boys begin to weave, they weave very slowly, but little by little they get more skill and work more quickly. A skillful weaver can easily earn a good living.

### WRITTEN WORK

1. What do we call a man who works on a farm?
2. What do we call a man who keeps a shop?
3. What do we call a man who keeps a lighthouse?
4. What do we call a man who bakes cakes?
5. What do we call a man who weaves cloth?
6. Which one of these men is the most useful? Why?

### LESSON 22

#### THE CALENDAR

spring (sprīng)	month (mōnth)	April (Ā'prīl)
summer (sūm'mēr)	foreign (fōr'eīgn)	May (Māy)
autumn (əu'tūmn)	season (sē'sōn)	June (Jūne)
winter (wīn'tēr)	western (wēst'ērn)	July (Jūlē)
globe (glōbē)	according (āē eōrd'īng)	August (Āu'gūst)
earth (ērth)	calendar (eāl'ēn dēr)	September (Sēp tēm'bēr)
leap (lēap)	January (Jān'ū à rēy)	October (Ōe tō'bēr)
people (pē'p'l)	February (Fēb'rū à rēy)	November (Nō vēm'bēr)
country (eoūn'trēy)	March (Märch)	December (Deçēm'bēr)
countries (eoūn'trēs)		

Here is an English calendar. The people of all western countries use this calendar. China is beginning to use

it, too; but many Chinese people still use the old Chinese calendar.

What is the name of the second month?

What is the name of the eighth month?

What month is this?

What day of the month was yesterday?

There are four seasons in the year—spring, summer, autumn, winter.

March, April, and May are the spring months.

June, July, and August are the summer months.

September, October, and November are the autumn months.

December, January, and February are the winter months.

Look at the calendar and find out how many days there are in each month.

We live on a globe called the earth. This globe goes round the sun in three hundred and sixty-five days and a few hours. That is why there are three hundred and sixty-five days in a year. Every fourth year is a leap year. There are three hundred and sixty-six days in a leap year. Do you know why it is called a leap year?

How many days are there in a year according to the old Chinese calendar?

## WRITTEN WORK

1. That girl takes good care of her little sister. She is a very ——ful girl.
2. The old stonecutter has great skill in cutting stone. He is very ——ful.
3. I like to rest in this room. It is a ——ful place.

## LESSON 23

rhyme (rhȳme)

forget (fōr gȳt')

recite (rē çītē')

except (ěx çěpt')

just (jüst)

alone (à lōne')

This rhyme will help you not to forget how many days there are in each month. Learn it and recite it to-morrow.

“Thirty days have September,  
 April, June, and November.  
 All the rest have thirty-one  
 Except the second month alone,  
 Which has just twenty-eight — no  
 more,

But twenty-nine one year in  
 four.”

## WRITTEN WORK

1. This is a very easy lesson. I can —— learn it in half an hour.
2. You are not a careful student. You do not study ——.

## LESSON 24

## MAY DAY

of course (of <i>course</i> )	wind (wīnd) — wound (wound)
Miss Black (Mīss Blāck)	unwind (ūn wīnd') — unwound (ūn wound')
Miss King (Mīss Kīng)	
carpenter (cārp'ēn tēr)	tie (tīe) — tied (tīed)
Maypole (Māy'pōle')	brush (brūsh) — brushed (brūsh't)
middle (mīd'd'l)	hammer (hām'mēr) — hammered (hām'mēred)
kindergarten (kīnd'ēr gār'tēn)	
March (mār <sup>ch</sup> )	show (shōw) — showed (shōwed)
delightful (dē līght'fūl)	skip (skip) — skipped (skipt)
music (mū'sīc)	serve (sērvē) — served (sērvēd)
ribbon (rīb'bōn)	thank (thānk) — thanked (thānkt)
guest (gūest)	march (mār <sup>ch</sup> ) — marched (mārcht)
party (pār'ty)	start (stārt) — started (stārt'ēd)
gayly (gāy'lī)	invite (īn vītē') — invited (īn vīt'ēd)
pole (pōle)	mend (mēnd) — mended (mēnd'ēd)
lawn (lāwn)	braid (brāid) — braided (brāid'ēd)
top (tōp)	paint (pāint) — painted (pāint'ēd)
most (mōst)	pound (pound) — pounded (pound'ēd)
house (house)	count (count) — counted (count'ēd)
own (ōwn)	need (need) — needed (need'ēd)
organ (ōr'gān)	seat (sēat) — seated (sēat'ēd)
end (ēnd)	want (wānt) — wanted (wānt'ēd)
neatly (nēat'lī)	nearly (nēar'lī)

It was the first day of May — the most beautiful day of spring. Miss Black and Miss King were planning to give their girls a holiday.

“To-day is May Day,” they said. “Each of you may invite two guests to come to our May party.” So the girls invited their mothers and sisters.

In the morning the girls mended their clean coats, and brushed and braided their hair very neatly. Nearly every girl tied a bright ribbon on her hair.

At eleven o’clock the carpenter brought a tall, gayly painted pole from his shop. He hammered and pounded till at last there stood a fine Maypole in the middle of the lawn.

The girls did not know what a Maypole was, but Miss Black soon showed them. First, she counted the girls to see how many ribbons she needed. “Just twenty-two,” she said. “We must have a ribbon for each girl.” Then she tied twenty-two long red and blue ribbons to the top of the Maypole.

After dinner, when the guests came, the teachers seated them where they could see the Maypole. Of course every mother wanted to see her own daughter.

The kindergarten teacher showed the girls how to stand in order and gave an end of a ribbon to each one.

soon as Miss King began to play the organ, the girls started to march around the pole. Then they began to skip in and out, and as they skipped they wound the ribbons round and round the pole. At last the music stopped; then the girls stopped, too. What a beautiful Maypole it was!

The music began again, and the girls skipped in and out again and unwound the ribbons. Then they all stood in their places and sang songs.

After that, the teachers invited the guests into the house and served them with tea and cake.

Before the girls' mothers went home, they thanked the teachers and said they were glad to see their daughters having such a good time. The girls all said that May Day was one of the most delightful holidays of the year.

(For illustration see frontispiece.)

#### WRITTEN WORK

1. What month is this?
2. What was last month?
3. What will next month be?
4. What is the coldest season of all?
5. Which is the hottest month of the year?
6. Do you like spring better than summer? Why?

## LESSON 25

## A DIALOGUE BETWEEN A BOY AND HIS ELDEST BROTHER

table (tā'b'l)	rudely (rōod'lē)	bread (brēad)
manner (mān'nēr)	quietly (qui' ēt lē)	butter (būt'tēr)
bowl (bōwl)	finely (fīne'lē)	meat (mēat)
style (stīlē)	between (bē tween')	potatoes (pō tā'tōēs)
tip (tīp)	dialogue (dī'a lōg'ue)	soup (sōup)
food (fōod)	hungry (hūn'grē)	pie (pīe)
jam (jām)	ready (rēad'ē)	knife (knīfe)
clothes (elōthes)	supper (sūp'pēr)	fork (fōrk)
polite (pō lītē')	delighted (dē līght'ēd)	spoon (spōon)
impolite (im'pō lītē')	break (breāk)	course (ēōurse)
politeness (pō lītē'ness)	spread (sprēad)	quite (quīte)
politely (pō lītē'lē)	dessert (dēs sērt')	Shanghai (Shāng hāī')
I'm (ī'm)	erect (ē rēct')	American (Ā mēr'i ēān)
cool (cōol) — cooler (cōol'ēr) — coolest (cōol'ēst)		
buy (buī) — bought (bat) —		
elder (ēl'dēr) — eldest (ēl'dēst)		

At the beginning of this dialogue there is a small table at one side of the room, covered with a white cloth, and set for two, with knife, fork, and spoons at each place. No. 1 enters the room noisily, leaving the door open. He throws his books on the table and his cap on the window sill, as he speaks impatiently to his brother.

1. Ring the bell for the cook quickly. I'm so hungry.

2. What did your father tell you, — — —, about coming to the table so rudely? Put your cap and books

away, and then wash your hands and face and brush your hair neatly.

The students should not attempt to read anything except the actual dialogue, but the teacher should see that the stage directions are carried out in a spirited manner.

1. (*Obeying rather slowly.*) Now, I'm ready. Give me something to eat.

2. You will have to speak politely before you get anything.

1. (*Impatiently.*) Please give me something to eat. Is that polite?

2. Your words are polite, but your manner is impolite. Try again.

1. (*Politely.*) Please tell the cook to bring in our supper. I am very hungry.

2. (*Ringing the bell.*) I shall be delighted to call him now. I am hungry, too. See, I am planning to have our supper according to western style to-night. How do you like that?

1. Oh, that will be fun. Did our cook make this bread?

2. No, he does not know how to make bread. I bought this at the baker's shop, and some butter, too.

1. It looks good. What shall we have first?

2. Soup. Here comes the cook with it. This is

your soup spoon, but you must eat from the side of it. See! Eat quietly and don't take your bowl in your hand, or tip it up. Sit erect and draw your chair up near the table. That is right.

1. (*Beginning to blow his soup.*) This soup is too hot.

2. You must not blow it or break your bread into it. It will soon be cooler. Take only a little in your spoon at a time.

1. We do not eat Chinese food so slowly. Now my soup is finished at last.

2. May I serve you to some meat and potatoes?

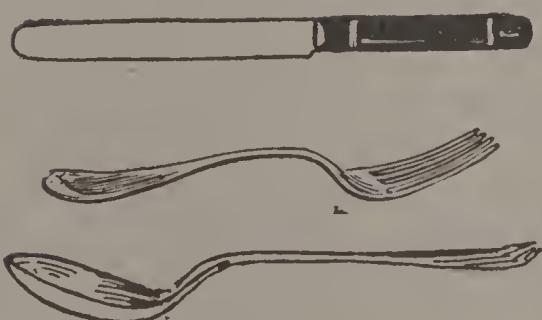
1. Yes, thank you. Is that right?

2. Quite right. Now take your knife in your right hand and your fork in your left and cut your meat very carefully.

1. Shall I cut my bread that way, too?

2. Oh, no! Break off a small piece of bread with your left hand, and spread a little butter on it with that smaller knife, like this. I like a little jam on my bread. Do you wish to try some? Don't spread it too thick.

1. (*Putting his knife into his mouth.*) I like this jam much better than butter.



2. Don't put your knife into your mouth. That will never do.

1. (*Putting down his knife.*) Western manners are too hard for me. I can never learn them.

2. Oh, yes, you can. They are easily learned. Now we're ready for the last course — the dessert.

(*He rings the bell, and the cook carefully takes away the plates and then brings in two small plates, each with a piece of pie on it.*)

1. Where is my knife? Oh, the cook took it away. Please tell him to bring me another knife to cut my pie.

2. You don't need a knife. It is not at all polite to cut pie with a knife. Just use that other fork and you can easily cut it. There, you are doing finely.

1. Where did you learn so much about western manners?

2. When I was in Shanghai, I had two American friends, who often invited me to their home. They taught me western table manners, and I taught them Chinese table manners. When we learn to speak English, we must learn western manners, too. A gentleman thinks more of politeness than he does of clothes.



## WRITTEN WORK

1. Is it polite to eat meat and potatoes with a spoon?
2. Is it polite for a boy to wear his hat in the school-room?
3. Is it polite to ask an older person, "How old are you?"

Write two sentences telling what it is polite to do. Then write two sentences telling what it is impolite to do.

Politeness is to do and say  
The kindest thing in the kindest  
way.

## IRREGULAR VERBS USED IN PART I AND PART II

*To-day or*

*Every Day*

{ I am  
you are  
he is

I become

I begin

I blow

I break

I bring

I build

I buy

I can

I catch

I come

It costs

I cut

{ I do  
he does

I draw

I eat

I fall

I feed

*Just Now*

{ I am being (bē'īng)  
you are being  
he is being

I am becoming

I am beginning

I am blowing

I am breaking

I am bringing

I am building

I am buying

I am catching

I am coming

It is costing

I am cutting

{ I am doing  
he is doing

I am drawing

I am eating

I am falling

I am feeding

*Yesterday*

{ I was (wəs)  
you were (wēre)  
he was

I became (bē ēāme')

I began (bē gān')

I blew (blew)

I broke (brōke)

I brought (brāt)

I built (buīlt)

I bought (bāt)

I could (eoūld)

I caught (eaught)

I came (ēāme)

It cost

I cut

{ I did (dīd)  
he did

I drew (drō)

I ate (āte)

I fell (fēll)

I fed (fēd)

*To-day or  
Every Day*

I feel  
I find  
I fly  
I forget  
I get  
I give  
 { I go  
 { he goes  
 { I have  
 { you have  
 { he has  
I hang  
I hear  
I hold  
I keep  
I know  
The hen lays  
I lay it down  
I let  
I leave  
I lie  
I light  
  
 I make  
I may  
I mean

*Just Now*

I am feeling  
I am finding  
I am flying  
I am forgetting  
I am getting  
I am giving  
 { I am going  
 { he is going  
 { I am having  
 { you are having  
 { he is having  
I am hanging  
I am hearing  
I am holding  
I am keeping  
  
 The hen is laying  
I am laying it down  
I am letting  
I am leaving  
I am lying (lī'īng)  
I am lighting  
  
 I am making  
I am meaning

*Yesterday*

I felt (fělt)  
I found (found)  
I flew (flew)  
I forgot (fǒr gōt')  
I got (gōt)  
I gave (gāve)  
 { I went (wěnt)  
 { he went  
 { I had (hăd)  
 { you had  
 { he had  
I hung (hǔng)  
I heard (hěard)  
I held (hěld)  
I kept (kěpt)  
I knew (knew)  
The hen laid (lāid)  
I laid it down  
I let  
I left (lěft)  
I lay  
I lighted or lit (līght'ěd or  
līt)  
  
 I made (māde)  
I might (mīght)  
I meant (měant)

<i>To-day or Every Day</i>	<i>Just Now</i>	<i>Yesterday</i>
I must		
I put.	I am putting	I put
I read	I am reading	I read (rěad)
I ride	I am riding	I rode (rōde)
I ring	I am ringing	I rang (rāng)
I run	I am running	I ran (rān)
I say	I am saying	I said (sěd)
I see	I am seeing	I saw (sāw)
I sell	I am selling	I sold (sōld)
I shall		I should (shoułd)
The sun shines	The sun is shining	The sun shone (shōne)
I sing	I am singing	I sang (sāng)
I sit	I am sitting	I sat (sāt)
I sleep	I am sleeping	I slept (slěpt)
I speak	I am speaking	I spoke (spōke)
I spend	I am spending	I spent (spěnt)
I spin	I am spinning	I spun (spūn)
I spread	I am spreading	I spread (sprěad)
I stand	I am standing	I stood (stōod)
I steal	I am stealing	I stole (stōle)
I strike	I am striking	I struck (strück)
I swim	I am swimming	I swam (swām)
I take	I am taking	I took (tōok)
I teach	I am teaching	I taught (taught)
I tell	I am telling	I told (tōld)
I unwind	I am unwinding	I unwound (ǔn wound')

<i>To-day or Every Day</i>	<i>Just Now</i>	<i>Yesterday</i>
I wake	I am waking	I waked or woke (wākt or wōke)
I wear	I am wearing	I wore (wōre)
I weave	I am weaving	I wove (wōve)
I will		I would (wōuld)
I wind	I am winding	I wound (wound)
I write	I am writing	I wrote (wrōte)

Special attention should be called to the following classes of regular verbs which make some changes in spelling when adding the suffixes *ing* or *ed*.

Let the pupils see clearly for themselves that when the verb contains a single vowel followed by a single consonant, the final *e* gives the vowel a long sound.

I bake	I am baking	I baked (bākt)
I close	I am closing	I closed (elōšed)
I guide	I am guiding	I guided (guīd'ěd)
I invite	I am inviting	I invited (īn vīt'ěd)
I like	I am liking	I liked (līkt)
I recite	I am reciting	I recited (rē čīt'ěd)
I serve	I am serving	I served (sērvēd)
I use	I am using	I used (ūšed)

Show the pupils that a single consonant after a short vowel is doubled before adding *ing* or *ed*.

*To-day or  
Every Day*

I plan  
I skip  
I stop  
I tip

*Just Now*

I am planning  
I am skipping  
I am stopping  
I am tipping

*Yesterday*

I planned (plănnĕd)  
I skipped (skiĕpt)  
I stopped (stōpt)  
I tipped (tĭpt)

Show that *i* and *ī* are practically the same sound, therefore it is reasonable that they should be interchanged.

I reply  
I study  
I tie  
I try

I am replying  
I am studying  
I am tying  
I am trying

I replied (rē plīed')  
I studied (stūd'īed)  
I tied (tīed)  
I tried (trīed)

**ADJECTIVES IN PART II WHICH ARE MORE OR LESS IRREGULAR  
IN COMPARISON**

far  
good  
ill  
little  
many  
much  
well

farther  
better  
worse (wûrse)  
less  
more  
more  
better

farthest  
best  
worst (wûrst)  
least (lēast)  
most  
most  
best

Adjectives ending in *y* change the *y* to *i* before adding *er* or *est*.

busy	busier	busiest
cloudy	cloudier	cloudiest
early	earlier	earliest
easy	easier	easiest
happy	happier	happiest
hungry	hungrier	hungriest
ready	readier	readiest

Adjectives ending in a single consonant preceded by a short vowel double the consonant before adding *er* or *est*.

fat	fatter	fattest
flat	flatter	flattest
glad	gladder	gladdest
sad	sadder	saddest
thin	thinner	thinnest
wet	wetter	wettest

### NOUNS THAT FORM THEIR PLURALS MORE OR LESS IRREGULARLY

One deer	Two or more deer
One foot	Two or more feet
One man	Two or more men
One ox	Two or more oxen
One tooth	Two or more teeth
One woman	Two or more women (wim'ēn)

Nouns ending in a sound which does not combine well with *s*, add *es* to form the plural; *es* forms a new syllable.

One box	Two or more boxes
One church	Two or more churches
One class	Two or more classes
One dish	Two or more dishes
One fish	Two or more fishes or fish
One fox	Two or more foxes
One watch	Two or more watches

Nouns ending in *o* preceded by a consonant add *es* to form the plural; *es* does not form a new syllable.

One cargo	Two or more cargoes
One motto	Two or more mottoes
One potato	Two or more potatoes

Nouns ending in *y* preceded by a consonant change the *y* to *i* before adding *es*.

One baby	Two or more babies
One body	Two or more bodies
One butterfly	Two or more butterflies
One city	Two or more cities
One country	Two or more countries
One diary	Two or more diaries

One family	Two or more families
One party	Two or more parties
One sky	Two or more skies
One story	Two or more stories

Nouns ending in *f* or *fe* change the *f* or *fe* to *v* and add *es*; in this case *es* is not a new syllable.

One half	Two halves
One knife	Two knives

### THE PRONOUNS IN THEIR VARIOUS FORMS

(To be illustrated by a game of "Blindman's Buff.")

*I* catch the boy.

*I* put *my* hand on the boy's arm.

The boy sees *me*.

*You* catch the boy.

*You* put *your* hand on the boy's arm.

The boy sees *you*.

*He* sees you and me.

*His* eyes are open.

You and I do not see *him*.

*We* do not see the boy.

*Our* eyes are not open.

He sees *us*.

Now *you* all see the boy.

*Your* eyes are open.

I cannot see *you*.

*They* see the boy.

*Their* eyes are open.

The boy sees *them*.

*Who* is catching me?

*Whose* hand is this?

*Whom* do I feel?

There is a girl in that window.

*She* sees us all.

*Her* eyes are bright.

Do you see *her*?

There is a little bird in the tree.

*It* sees us and flies away.

*Its* eyes are bright, too.

Do not catch *it*.

## PHONOGRAMS

The following lists of phonograms cover practically all the sounds in the English language. Set I includes the phonograms used in Book I, Part I, and Set II, those used in Part II. Sets III and IV contain the phonograms introduced in Book II, Parts III and IV respectively. The symbols used to indicate these sounds are identical with those employed in Webster's Collegiate Dictionary, and may be found in the two tables at the beginning of the Guide to Pronunciation — a chapter which would be of great assistance to any teacher preparing to teach these phonograms. It is obviously worse than useless for any teacher to attempt to teach sounds of which he himself is not perfectly sure.

In every case the pupil should first learn a new word by hearing it from the teacher's lips, rather than by seeing it written with the diacritical marks ; hence the teacher should prepare carefully beforehand by looking up any doubtful words in the vocabulary at the back of the book. The new words written at the beginning of each lesson are marked only so far as the phonograms they contain have become familiar to the pupil. All unmarked words must be taught as sight words.

### SET I

ā	as in hāy, nāme
ă	" " măn, hăt
ä	" " ärm, fă'ther
ą	" " ąll, wąlk, pąw
ē	" " hē, ēat
ě	" " hěn, ěgg, hěad

ī	as in fīne, līe
ĭ	" " īn, fīsh, hīll
ō	" " gō, tōe, bōat
օ	" " nōt, hōt
օ	" " dō, tō, whō
ū	" " ūše, yōū

ú	as in rún, úp	p	as in pěn
ý	" " eýe, mý, flý	r	" " răt
ý	" " cítý	s	" " sít
ee	" " feet, sheet	š	" " ăs, boy's
oo	" " bōok, fōot, gōod	t	" " tēa
		v	" " gíve
b	" " boy	w	" " wē
e	" " eăn	x	" " bōx
d	" " dāy	y	" " yet
f	" " făn	z	" " bǔzz
g	" " gët	th	" " thē, thís
h	" " hăve	th	" " thǐng
k	" " kīte	sh	" " shē, shǐp, dǐsh
l	" " lāy	ǐng	" " wǐng, flý'ǐng
m	" " mē	ch	" " mǔch
n	" " now		

## SET II

â	as in eâre	au	as in dăught'ĕr, eăught
ă	" " orgăn	aw	" " paw
à	" " àsk, eán't, Ámĕr'ică, àwāy'	ew	" " new, rĕnew'
â	" " Món'dăy	ea	" " sēat, rēad
ă	" " whăt, wăs	oa	" " bōat, eōat
é	" " dĕligh'tĕd	ou	" " out
ĕ	" " hĕr, ĕarn	ow	" " now
ô	" " ôr, ôr'dĕr, ôught	ōo	" " tōoth, fōod
ö	" " sòn, ôth'ĕr	ĕst	" " bĕst, ôld'ĕst
ö	" " wöm'ăn	ed	" " lăived, ĕarned
ü	" " full, püt	ed	" " sēat'ĕd
ai	" " rāin, wāit	ed	" " liked (līkt), walked (wăkt)

bl	as in bläck	ly	as in kīnd'lī
cl	" " cläw	sm	" " small
fl	" " flōw	sp	" " spēak
gl	" " gläd	st	" " stānd
pl	" " plāy	sw	" " swīm
sl	" " slōw	qu	" " quäck
ç	" " çënt	wh	" " whēn
ck	" " eöck	ight	" " light (līt)
g	" " gentle (jēn't'l)	* br	" " bright
j	" " jäm	tr	" " tree
n	" " thänk	wr	" " wrīte
ng	" " säng		

\* Be careful not to introduce *br*, *tr*, *wr*, or any other combinations of *r* with an initial consonant until the phonograms *bl*, *cl*, *fl*, *gl*, *pl*, and *sl* have been familiar to the students for several weeks, as *l* and *r* are often confused.

## SET III

e	as in eight	gr	as in grōw
i	" " idē'ä	pr	" " prīce
ö	" " öbey'	tr	" " tree
ü	" " ünīte'	wr	" " wrīte
é	" " prës'ent	dg	" " ëdge
br	" " bring	qu	" " eön'quër
cr	" " crëy	eh	" " ë'ehō
dr	" " dräw	x	" " ëxäm'ple
fr	" " friënd	ph	" " phōn'ōgräm

(') " " given (gëv'n), often (öf'n), little (lët'l), battle (bät'l), also I'll, hë'll, wë'll, to indicate voice glide.

## SET IV

ê	as in thêre, whêre	wh	=hw as in whĕn, what
u	" " rûde	ci	= sh " " <u>ān'cient</u>
û	" " bûrn	si	= sh " " pĕn'siōn
oi	" " oil	ti	= sh " " nă'tiōn
oy	" " boy	sci	= sh " " eōn'scioüs
ch	= sh as in măchine'	ce	= sh " " ō'cean
î	= ē " " pôliçe'	se	= sh " " nău'seoüs
ĩ	= ē " " bîrd	gh	= f " " roûgh, läugh
ÿ	= ē " " mÿr'tle		

SET V—DIVISION A.

## SIGHT WORDS IN PART I. LESSONS 1-16

a	* girl	* on	* two
any	has	one	very
* boy	have	open	walk
brother	her	picture	Wang
chair	here	please	* write
* Chinese	home	put	water
city	I	says	what
come	into	some	where
deer	like	teacher	who
desk	little	thank	window
does	milk	their	yes
* English	* morning	there	you
flower	Mr.	they	your
* four	much	this	
friend	name	three	
full	of	* too	

\* Words thus marked are needed for the written work in the latter half of Part I; hence pupils should learn to spell these first.

## SET V—DIVISION B.

## SIGHT WORDS IN PART I. LESSONS 17-32

* afternoon	finger	pull
another	for	school
anything	from	sentence
away	* good-by	* seven
* baby	hang	* ship
bird	know	sister
blackboard	large	* son
both	lesson	* study
bring	long	* the
* build	mother	them
cargo	* must	to-day
catch	nest	tongue
* daughter	new	*under
draw	notebook	wash
* eight	off	which
face	other	with
family	paper	*woman
father	pencil	word
		use

\*Words thus marked are needed for the written work in the latter half of Part I; hence pupils should learn to spell these first.

## SERIES OF WORDS IN PART I

## ā

day	bake	game	ate	gave	baby
hay	cake	name			
lay	make				
may	take				
say					
play	cakes				
stay					

## ă

an	and	at	catch	cap	hang
can	hand	cat		map	
fan	land	fat	catches		
man	sand	hat			am
pan	stand	rat			
		that			has

## ē

be	these	bee	feet	here
he		see	sheet	
we		three		deer
she				

## ĕ

hen	egg	get	bell	bed	desk
men		let	tell		
pen	leg	net	well		
ten		wet		very	sentence
then					
				next	pencil

## i

I	kite	fine	ride	five
	write	line		
die		mine	riding	
lie		shine		like

time

## i

ill	dish	ring	is	build	milk
bill	fish	sing	his		
fill	wish	wing		building	
hill		thing			ship
mill	goldfish		it		
sill			sit	in	
will	starfish				six
still				into	
			give		
			live		window

this

## ō

Oh	nose	row	old	notebook
	close	know	cold	
go	those		gold	
no			hold	open
so				
	door		holds	
	floor			home
toe				
toes				

ō

hot	ox	on	* {	off
not	box			
pot				long
flower-pot				

ū

use		you
using		your

ü

up	fun	but	much	study
cup	run			
	sun			
		buzz	must	

ȳ

by  
my  
fly  
try

ä

are	cargo	arm	large	father
far	cart			
star				
starfish				

\* In Webster's Collegiate Dictionary, Guide to Pronunciation, § 115, the sound of o in these words is given as a sound somewhere between ä and ö, or ö.

**ea = ē**

ear	eat	sea	weak	read	please
fear	meat	tea	speak		
hear	neat			reading	
near	seat				
year					

**o = oo**

do	too	room	school
to			
two			
who			

**oa = ö**

boat  
coat  
goat

**ɔ = aw**

all	paw	walk	daughter
ball	claw		
call	draw		
fall			
tall			
small			

**ea = ē**

bread  
read

**oo**

book	good	foot
hook		
look	good-by	

## ow = ou

cow	our
how	
now	out
down	

## MISCELLANEOUS SIMILARITIES OF SOUND

any	other	there	full	come
many	mother	where	pull	some
	another			

For eight words in Part I, see Set V, Divisions A and B, in the Sets of Phonograms, pages 101 and 102. There is no separate list of eight words for Part II, but these may be found from the vocabulary by taking all the words not marked with an asterisk, which are not included in any of the series of words given under Part II.

## SERIES OF WORDS IN PART II

		ā		
lake	ate	came	made	sale
wake	late	tame		
bake			mane	
baker				clay
				wave

	ă	
as		glad
has		

## e

best	ever	better	fell	end	yellow
rest	clever	letter	sell	mend	
west	never		well	send	
				spend	
guest		cent			
		went	felt	friend	

## i

find	ride	invite	wise	hire	mine
kind	side	quite			
mind	wide	white			
wind					
unwind	guide				

## ō

bone	old	only	whole	hoe	close
shone	gold				
stone	hold		wrote		
	told				

## ou

our  
flour  
hour

## ck

black	cluck	block	pick
quack	duck	cock	tick
		clock	quick
	duckling	o'clock	thick
		rock	chick
		tock	
			chicken

fl

flaw

flat

ai = ā

rain

paint

wait

sail

braid

train

plain

plainly

a

flaw

lawn

caught

saw

taught

ee = ē

deep

feed

feel

keen

seem

keep

need

wheel

peep

seed

street

sleep

weed

week

indeed

oa = ō

boat

coat

float

goat

ü

cut

just

number

nut

must

y

sky

try

why

ɔ

shop	box	from
stop	fox	
top		

ä

dark	cart	farm	sharp	hard
park	part			
	start	farmer	carpenter	
				march
	party			
		garden		
				farther
		gardener		

ow = ɔ

blow
flow
show
slow

oo

cook	stood
took	wood

ea = ē

cheap	leave	repeat	speak	clear	season
leap	weave		weak	dear	
reap		neatly			teach
	weaver			nearly	
meal			easy		
steal	clean				
	mean	reader	easier		
			easily		

**igh = ī**

high	light	delighted
	might	
	night	
	right	
	sight	
	bright	

**ng**

hang	hung	king
rang		
sang		

**ea = ē**

dead	bread
head	spread
read	thread

**ready**

			<b>oo</b>		
cool	loom	soon	food	poor	smooth
tool	room	spoon			

**foolish****ā**

fast
last
past

**ou**

pound
round
around
wound
unwound

i

ship

skip

tip

ear = ēr

earn

early

earth

heard

learn

ō

Monday

none

some

front

son

second

one

money

something

nothing

month

sometimes

ēr

serve

term

ou = a

bought

brought

ew = ū

blew

few

flew

knew

ç

face

piece

city

cent

rice

place

# ENGLISH CHINESE VOCABULARY

## 中 西 字 彙

TRANSLATED INTO EASY WENLI BY MR. WANG KAN Ho, B.S.

The best guide to pronunciation for this vocabulary is to be found in the phonograms themselves. These phonograms are not an artificial method of securing correct pronunciation merely at the beginning of the study of English ; but, based, as they are, on an international dictionary, they will enable a student to learn at the very outset how to use the dictionary, and will help him to acquire that valuable asset to a liberal education—the “ dictionary habit.”

The diacritical markings follow those used in Webster’s Collegiate Dictionary, except that, instead of respelling words to indicate the pronunciation, it has been thought best to make use of the second table of symbols given in the Guide to Pronunciation of that dictionary. The silent letter in a digraph and also silent e at the end of a word or in *ed* of the past tense and past participle are, however, marked out in order to simplify matters for the beginner. Occasionally respelling has been found necessary, but it has been avoided as much as possible, lest it should confuse a pupil just learning to spell.

### A

a — (用於下字首爲子音者)	a gain 再。復。
a bout 周圍。論及。約畧。	a go 以前
ab sent 不在	all 總。一概。
ac cording 依照	a lone 獨
aft er 後。以後。	al ways 常。屢。
aft er noon 午後	am 是 (我是)

A mer i ca 美國

B

A mer i can 美國的。美國人。ba by 嬰兒

an 一(用於下字首爲母音者)back 背。後面。向後。回。

and 並。及。bake 烘。烘餅。

an i mal 動物。獸。baker 烘餅人

an oth er 別一ball 球

an swer 答應。應答辭。be 是

a ny 有一個。任何。beau ti ful 美麗

a ny thing 任何物be cause 因爲

A pril 陽歷四月become 成。成功。

are 是(汝時或多數人是)bed 床

arm 臂bee 蜜蜂

a round 環圍be fore 在前。以前。

as 如。因。begun 起始。(過去詞)

ask 問begun 起始

at 在bell 鐘。鈴。

ate 食(過去詞)best 最好

Au gust 陽歷八月better 較好

au tumn 秋between 中間。其間。

a way 離去bill 鳥嘴。貨單。數單。

bird 鳥。禽。	bread 麵包
black 黑	break 打破
Black (姓) (黑)	bright 光。光亮。聰明。
black board 黑板	bring 帶來。拿來。
blew 吹。口吹。(過去詞)	broth er 兄弟
blis ter 水泡	brought 帶來。拿來。(過去詞)
block 石塊。木塊。城市之一段	brush 刷子。拂。刷。
blow 吹。口吹。	build 建築。營造。
blue 藍色	bus y 忙。繁冗。
boat 小船	bus i ly 匆忙
boat man 船手	but 但。獨。
body 軀體	but ter 牛乳油
bone 骨	but ter fly 蝶
book 書	buy 買
both 兩個。兩方的。	buzz 作聲如蜂蠅
bought 買 (過去詞)	by 近。由。以。
bowl 碗	by and by 少頃
box 箱	C
boy 兒童	cake 餅。糕。
braid 編。髮辮。	cal end ar 曆書

call 呼。召喚。命名。	chair 椅。轎。
call on 訪問。謁見。	cheap 價廉。價賤。
call for 召。招。	chick 雞雛。小雞。
came 來 (過去詞)	chick en 雞雛
can 能。罐。	Chi na 中國。中華。
can't 不能	Chi nese 中國的。中國人。
care 慎心。掛慮。	church 教會。會堂。
cap 小帽	cit y 城市。都會。
care for 注重	class 班次。等級。種類。
take care of 照顧	claw 爪。足爪。
care ful 謹慎	clay 泥土
care ful ly 謹慎之態	clean 清潔。整飭。使清潔。
car go 貨物	clear 明。澄。清。
car pen ter 木匠	clever 聰明。靈巧。敏捷。
cart 車。運貨車。	climb 攀登。旋。
cat 猫	clock 報時鐘
catch 執。捉。	close 關閉。閉塞。
caught 執。捉。(過去詞)	close 近。接近。
cent 仙 (金圓或銀圓百分之一)	close ly 繁密。閉塞。接近之態。
	cloth 布

clothes 衣服。衣裳。

cloud 雲

cloud y 有雲。如雲。

cluck 牝雞之聲

coat 衫。外衣。

cock 雄雞

cold 寒冷。凍冷。冷淡。寒氣。

to have a cold 風寒

to take cold 感冒風寒

color 顏色

come 來。到。

contest 爭鬪。競爭。爭論。

cook 烹。烹調。烹調者。厨夫。

cool 凉。冷淡。

cost 價值。費用。

cot ton 棉花。棉布。

could 能 (過去詞)

count 計算。算。

country 國。田舍。鄉野。

course 路程。課程。進行程序。  
食物一品。

of course 自然

cow 牝牛

cup 杯

cut 割。剪。伐。

## D

dark 暗黑。暗模。

daughter 女兒

day 日

dead 死

dear 貴重。價。高

December 陽歷十二月

deep 深。奧妙。

deer 牝鹿

delighted 歡喜

delightedful 歡喜狀態

desk 書棹。辦事棹。

dessert 飯後點心

di a logue	問答。談論。	E
di a ry	日記。目錄。	each 各。每。
did	作。行。(過去詞) 助動字	ear 耳。穗。
die	死。亡。	ear ly 早。先。
dig	掘。鑿。	earn 賺得。獲。
din ner	正餐。筵席。	earth 地。地球。
dish	盤。碟。	eas i er 較易
do	作。行。助動字 〔加於動字前表明發問〕 或非是之意	eas i ly 安逸容易之態
	this will do 可矣	eas y 安逸。容易。
	this will not do 不可	eat 食。吃。
does	作。行。助動字 (用於他)	egg 卵。蛋。
dol lar	銀圓	eight 八
don't	不可	eight een 十八
door	門	eighth 第八
down	下	eight y 八十
draw	繪。畫。拖。	el der 長於。老於。
duck	鴨	el dest 年最長
duck ling	雛鴨	e lev en 十一
		e lev enth 第十一
		else 別。另。

end 尾。終點。完畢。  
 Eng lish 英文。國人。  
     的。英英國  
 e rect 舉起。建造。直立。  
 es say 論文  
 e ven 平坦。雙數。雖然。  
 ev er 常。時時。曾。  
 ev er y 各。每。  
 ex cept 除外。除去。

## F

face 面  
 fall 落。跌。  
 fam i ly 家族。眷屬。  
 fan 扇。煽動。  
 far 遠  
 farm 農場  
 farm er 農家。耕夫。  
 far ther 更遠  
 fast 載。脂固。  
 fat 膏肥。速。

fa ther 父  
 fear 恐懼。敬畏。  
 Feb ru a ry 陽歷二月  
 feed 養。飼。  
 feel 感覺。  
 feet 多數足。數英尺。  
 fell 落。跌。(過去詞)  
 felt 感覺 (過去詞)  
 few 不多。少。  
 fif teen 十五  
 fif teen th 第十五  
 fifth 第五  
 fif ti eth 第五十  
 fif ty 五十  
 fill 充滿  
 find 尋得  
 find out 查明  
 fine 佳美。精細。  
 fine ly 佳美。精良。  
 fin ger 手指

fin ish	畢。完畢。	for	爲。代。
first	第一。最。	for eign	屬外國(的)
fish	魚。捕魚。	for get	忘記
five	五	fork	叉
flan nel	法蘭絨	for ti eth	第四十
flash	閃光。發閃光。	for ty	四十
flat	平。平坦。	four	四
flaw	破隙。瑕疵。	four teen	十四
flesh	肉。肉食。	four teenth	第十四
flew	飛(過去詞)	fourth	第四
float	浮。泛。	fox	狐狸
flock	羣	Fri day	星期五日
floor	地板	friend	朋友
flour	麵粉	from	從。由。
flow	流	front	前面。在前面。
flow er	花	full	充滿。完全。
fly	蠅。飛。	fun	嬉戲
food	食物。糧草。	fur	皮毛。獸皮。
fool ish	愚。鈍。		G
foot	足。腳。英尺。	game	遊戲。野禽。

gar den	花園。菜園。	goods	貨物
gar den er	園夫	got	得。獲。(過去詞)
gave	給。授。讓。捨棄。(過去詞)	guest	賓客
gay ly	快樂。華麗。	guide	引導。指導。
gen tle	溫良。優美。		H
gen tle man	斯文人	had	有
gen tle men	多數斯文人	hair	毛髮
get	得。獲。	half	一半
girl	女子。少女。	ham mer	槌。錘。槌打。
give	給。授。讓。	hand	手
give up	捨棄。失志。	hang	掛。懸。
glad	喜悅	hap py	歡喜。幸。
globe	球。圓形體。	hap pi er	更歡喜
go	往。去。	hard	硬。堅固。困難。
goes	去(他去)	has	有(他有)
goat	山羊	hat	帽。笠。
gold	金	have	有
gold fish	金魚。蒲魚。	hay	乾草
good	善。良。好。	he	他。伊。(指男)
good-by	請呀(辭別時用語)	head	頭。首。

hear 聽。聽得	hook 鈎。釣魚鈎。衣鈎。	
heard 聽得。(過去詞)	hope 希望	
held 持。握。支持。貯。(過去詞)	hot 热。辣。	
help 助	hour 小時。一點鐘。	
help ful 諸助之態。有益。	house 房屋	
hen 牝雞	how 如何。幾何。爲何。	
her 他(指女人的)屬女人的	hun dred 百	
here 此處	hun dredth 第一百	
hers 彼女人的	hung 掛。懸。(過去詞)	
her self 彼女人自己	hun gry 餓	
high 高	hunt 獵	
hill 小山	I	
him 他	I 我。余。	
him self 他自己	I'll 我將	
hire 租賃。雇工。	ill 不善。病。邪惡。	
his 他的	I'm 我是	
hoe 鋤。耨。	Im po lite 無禮。粗野。	
hold 持。握。支持。貯。	im po lite ly 無禮之態	
hol i day 節日。放假日。	in 中。內。	
home 家庭	in deed 在實	

in to 由外入內

kin der gar ten 幼稚園

in vite 邀。請。

kind ly 仁慈之態

is 是 (他是)

King 王。君王。

it 他 (指物言)

King 王(姓)

its 指物的

kitch en 廚房

it self 物之本己

kite 紙鳶

## J

jam 果醬

kit ten 猫兒

Jan u a ry 陽歷一月

knew 認識。知曉。(過去詞)

Ju ly 陽歷七月

know 認識。知曉。

June 陽歷六月

know how 知如何

just 正合。公正。

knife 小刀

## K

keen 利。銳。聰敏。

lake 湖

keep 保守。維持。

lamp 燈

keep er 看守者。保守者。

land 地。陸地。

kept 保守。維持。(過去詞)

large 大

kill 殺。誅。

last 最後。前昨。

kind 仁慈

at last 到底

kind 種類

late 遲

lawn 草地。草庭。

## L

lay 置放。

list 目錄。名單。

lay 生卵

lit tle 小。細。

lay 橫臥。(過去詞)

little by little 漸漸

leap 跳。躍

a little 些少。不多。

leap year 閏年

live 生活。居住。

learn 學習

liv ing 生計

leave 去。離。別。

long 長。久。

left 去。離。別。(過去詞)

look 注意。看。似。

left 左

loom 織機

leg 腿

## M

les son 功課

made 作。爲。使令。(過去辭)

let 使。任。租賃。

make 作。爲。使令

let ter 字母。書信。

man 人。人類。

lie 橫臥。居。謊言。

mane 鬚毛

light 光。點火。光輝。輕。

man ner 樣子。體例。

light house 燈塔

ma ny 多

like 中意。愛。

map 地圖

like 似。如。

march 行。行軍。

line 繩。行。行列。

March 陽歷三月

lion 獅

may 可行

May 陽歷五月	Miss 女士
May pole 環杆遊戲	mis take 錯誤
me 我。余。	Mon day 星期一
meal 粉。膳餐。	mon ey 金錢
mean 意義。欲。卑賤。	month 月。(歲月之月)
meat 肉	more 更多
mem ber 部分。會員。	morn ing 早晨
men 多人數	most 最多
mend 修補。修理。	moth er 母
mid dle 中間。中等。	mot to 題目。格言。
might 可行。(過去詞) 權勢。	Mr. (mis ter) 先生(尊稱詞)
milk 乳。牛乳。	much 多
mill 磨。工場。	muscle 肌肉
mill er 磨者。工場主。	mu sic 音樂
mill stone 磨石	must 必要
mind 理。思想。注意。介意。	my 我的
never mind 勿介意	N
mine 我的	name 名。命名。
min ute 分鐘	nar row 狹窄
miss 失。錯誤。	near 近

near ly 將近	not 不。無。	
neat 整潔。雅緻。	note book 記事簿。備考簿。	
neat ly 整潔之態	noth ing 無物	
neck 頸	No vember 陽歷十一月	
need 需要。缺乏。	now 今	
nest 鳥巢	num ber 數目。數字。計算。	
net 網。捕魚網。捉蝶網。	數號。	
nev er 向無。未曾。	nut 硬殼果	
new 新	○	
next 次。第二。	○ 噁 (嘆詞)	
night 夜	o'clock 點鐘。時。	
nine 九	Oc to ber 陽歷十月	
nine teen 十九	of 屬於	
nine teenth 第十九	off 離去	
nine ti eth 第九十	of ten 常。屢。	
nine ty 九十	oil 油	
ninth 第九	old 老。舊。	
no 否。不然。無。	on 於其上	
none 無	one 一個	
nose 鼻	on ly 單。獨。	

o pen 開。開通。寬大。  
 or 或。抑。  
 or der 次序。號令。  
 or gan 機關。風琴。  
 oth er 別。其他。  
 our 我儕的。  
 out 出外。出。  
 o ver 越過。之上。  
 own 自己的。承認。  
 ox 牛。

## P

page 書頁之一面。  
 paint 硼油。硼。  
 pan 鐵鍋。  
 pa per 紙。  
 par ent 親(父或母)。  
 park 公園。  
 part 一分。分子。  
 par ty 帮。黨派。宴會。  
 past 過去。已過。經過。

paw 有爪之足。掌。蹠。  
 peep 雞雛叫。窺。  
 pen 鐵筆。  
 pen cil 鉛筆。  
 peo ple 人民。  
 per haps 或者。  
 per son 人。  
 pet 寵愛之人。寵愛物。  
 pic nic 郊外遊。  
 pick 啄。刺。採。滴。揀。  
 pick at 啄。  
 pick out 揀。擇。  
 pick up 拾起。  
 pic ture 畫。圖。  
 pie 硬皮餅。(洋點心)。  
 piece 塊。片。一疋。一條。  
 place 位處。地點。場所。放。  
 plain 明白。樸素。  
 plain ly 明白自然。樸素然。  
 plan 打算。謀畫。圖樣。計謀。

plant 種植。栽。樹木。草木。

Q

play 遊戲。遊玩。劇戲。吹。彈 quack 鴨鳴

play day 遊玩日。休息日。放 quar ter 四分之一。一刻鐘。

假日

ques tion 詢問。問題。

play mate 遊侶

quick 快。速。敏捷。

play thing 玩具

quick ly 迅速之態

please 使之喜樂。助請求辭

qui et 安靜

plen ty 豐富。饒多。

qui et ly 寂然。安靜之態。

pole 竿。棍。柱。

quite 全然。十分。

po lite 文雅。有禮貌。

R

po lite ly 文雅之態

rain 雨。下雨。

po lite ness 禮儀。有禮。

ran 跑。走。(過去詞)

poor 貧窮。敝。劣。

rang 作聲(如搖鈴之類)

pot 鉢。盆。鍋。

(過去詞)

po ta to 番薯

rat 鼠

pound 殲。打。眷。碰。

read 詩。讀。

pound 英磅

read 詩, 讀。(過去詞)

pull 拖。拉。扯。

read er 詩讀者。課本。

put 放。置。

read ing 詩讀。讀法。

read y 齊備

real 實在	river 江。河。
reap 割。獲。	rock 岩石
recite 背誦	rode 騎。乘。(過去詞)
red 紅。朱。	room 房間。場地。
relative 親戚。有關係。	round 圓形。環繞。
repeat 重複。背誦。	row 排。掉船。
reply 答應	rude ly 粗俗之態
rest 餘剩者。其餘。	run 跑。走。
rest 休息。休止。	S
restful 安歇。平靜。	sad 憂苦
review 溫習	said 言。說。(過去詞)
rhyme 詩韻	sail 駛船。帆。
ribbon 緞帶	sail boat 帆船
rice 米。飯。	sailor 水手。航海之人。
ride 騎。乘。	sale 售賣
riding 騎。乘。	sand 沙
right 不錯。右邊。	sang 唱歌。(過去詞)
ring 響。作聲。(如搖鈴之類)	sat 坐(過去詞)
環。指環。	Saturday 星期六日
ripe 成熟	saw 視。看。(過去詞)

say 云。言。說。	shall 用於動字之前以表將來之意
says 云。言。說。(他說)	
school 學校	Shang hai 上海
sea 海	share 一份。股份。分派。與人共。
sea son 季(四季之季)	
seat 坐位。席。使之坐下。	sharp 銳。利。
sec ond 第二。次。一秒鐘。	she 他。(指女界言)
see 視。看。見。	sheet 被單。一張(紙)
seed 種子	shine 照。發光。
seem 好似	ship 火船
sell 賣	shone 發光。照。(過去詞)
sen tence 文句	shop 店。舖。
Sep tem ber 陽歷九月	shop keeper 店主
serve 服役。侍奉。	short 短。不敷。矮。
sev en 七個	show 表明。顯出。
sev en teen 十七	side 旁。側。方面。
sev en teenth 第十七	sight 視力。景象。
sev enth 第七	sill 門座
sev en ti eth 第七十	sing 歌唱
sev en ty 七十	sir 先生。尊駕。(尊稱詞)

sis ter	姊妹	so	如此。因此。
sit	坐	soft	軟。柔軟。
six	六	some	幾許。不多。有某。
six teen	十六	some thing	有事。有物。
six teenth	第十六	some times	有時
sixth	第六	son	兒子
six ti eth	第六十	song	歌曲
six ty	六十	soon	即刻
skill	巧技	soup	湯。羹。
skill ful	練達。巧。	speak	講。說。演說。
skin	皮膚	spend	費用
skip	跳。躍。	spin	紡績
sky	天空	spin ning	紡績之事
sleep	眠。睡。	spoke	講。說。(過去詞)
slept	眠。睡。(過去詞)	spoon	匙。調羹。
slow	遲緩	spread	展開。廣佈。塗
slow ly	慢慢之態	spring	春。泉源。跳。
sly	狡猾	stand	立
small	小。細。	star	星
smooth	光滑	star fish	如星之魚

start	起身。始。	sun	太陽
stay	住歇	Sun day	星期日
steal	偷。竊。	sun shine	日光
still	靜止。肅靜。尙。仍。	sup per	晚膳
stone	石	swim	游泳
stone cut ter	鑿石者	swim ming	游泳
stood	立 (過去詞)		T
stop	停止	ta ble	棹。檯。
sto ry	故事。小說。	take	取。持去。
street	街衢	tall	高
strike	擊。打。鳴。擊響。	tame	馴服
stripe	條紋	taught	教授 (過去詞)
strip ed	有各色之條紋	tea	茶。茶葉。
strong	有力。壯健。濃。	teach	教授
struck	擊。打。 (過去詞)	teach er	教員
stu dent	學者。生徒。	teeth	多數齒牙
stud y	求學。攻書。	tell	告。述。報。
style	文體。時樣。	ten	十
such	如斯	tenth	第十
sum mer	夏	term	期限。名辭。

then 更。較。	thir ti eth 第三十
thank 感謝	thir ty 三十
thank ful 感激	this 此個
that 彼一個 彼(代名詞)	those 那幾個
所……爲如此……即	thread 線
the 此。這。 <sup>the</sup> 在母音之前	three 三
the 在子音之前	Thurs day 星期四日
their 彼等的	tick 滴瀝聲(如鐘鏗之聲)
them 他們	tie 繩。打結。
then 彼時。其後。因此。	ti ger 虎
there 彼處	till 待至
there's 有	time 時間。時候。
these 此輩。此等。	tip 尖。端。
they 彼等	tip 傾。斜。
thick 厚。黏。	tired 疲倦
thin 薄。稀。瘦。	to 向。及。至。
thing 物件	tock 滴瀝聲(如鐘鏗之聲)
third 第三	to day 今日
thir teen 十三	toe 趾
thir teenth 第十三	to geth er偕。同。

told 告。述。(過去詞)  
 to -mor row 明日  
 tongue 舌  
 to -night 今晚  
 too 亦。過。太。  
 took 取。持去。(過去詞)  
 tool 器具  
 tooth 齒牙  
 top 陀螺。頂。巔。  
 tow er 塔。樓。  
 train 訓練。一列之火車。  
 try 試  
 Tues day 星期二日  
 twelfth 第十二  
 twelve 十二  
 twen ti eth 第二十  
 twen ty 二十  
 twent y-eight 二十八  
 twen ty-first 第二十一  
 twen ty-five 二十五

twen ty-four 二十四  
 twen ty-nine 二十九  
 twen ty-one 二十一  
 twen ty-sev en 二十七  
 twen ty-six 二十六  
 twen ty-three 二十三  
 twen ty-two 二十二  
 two 二

**U**  
 un cle 伯叔。母舅。  
 un der 在下  
 un wind 解纏  
 un wound 解纏(過去詞)  
 up 在上  
 us 我等  
 use 使用  
 use ful 有用。有益。

**V**  
 very 甚

## W

wait 等候。待。

wake 醒

walk 行。走。

Wang 王姓

want 缺乏。需要。

was 是 (過去詞)

wash 洗

watch 看守。當直。留心。注  
視

watch 鑠

watch es 注視 (他注視)

water 水。出水。

wave 波。浪。表面不齊。搖手。

振搖

way 道。路。方法。

we 我儕。吾輩。

weak 弱。虛弱。軟弱。

wear 著。穿。戴。佩用。用壞。  
消磨。

weave 織。編。

weaver 織布人。一種甲蟲。  
一種蜘蛛。

weaving 織布之事

Wednesday 禮拜三。星期三  
日。

week 一禮拜。一星期。

well 井

well 好善。十分。全。

went 行。往。(過去詞)

were 是 (過去詞)

west 西

western 西方。向西。

wet 濕。多雨。

what 如何。何者。

wheel 輪。旋轉。

when 何時。其時。

where 何處。在其處。

which 那個。何者。

whiskers 頰。鬚。鬚。

white	白色	work	勞作。工作。課業。
who	何人。誰。	world	世界
whole	全。總。	wound	傷。創傷。
why	何故	write	寫。著作。
wide	廣。闊大。	wrote	寫。著作。(過去詞)
wild	野。不馴于人 野蠻。狂妄。		Y
		year	年。歲。
will	將。願。(用於動字之前 以表將來之意)	yellow	黃色
wind	風	yes	然。是。
wind	捲。纏。	yester day	昨日。前日。
window	窓	you	爾。汝。
wing	翼	young	幼。少。
winter	冬季	your	爾之。屬你的。
wise	有智。聰明。	yours	爾之物。屬你之物。
wish	欲。望。		
with	以。共。于。		
woman	婦女		
wood	木。材木。		
word	言。辭。		

## SUGGESTIONS TO TEACHERS

- I. THINKING AND SPEAKING IN ENGLISH
- II. THE BEGINNINGS OF ENGLISH IN A CHINESE CLASS
- III. HINTS FOR TEACHING—PART I AND PART II
- IV. THE TWO-FOLD USE OF WRITTEN WORK
- V. NOTES ON WRITTEN WORK—PART I AND PART II
- VI. SPELLING AND DICTATION
- VII. STORY-TELLING
- VIII. SUGGESTED MEMORY GEMS
- IX. SUPPLEMENTARY READING



## THINKING AND SPEAKING IN ENGLISH

EVERY one of us learned to speak his mother tongue and to associate a given word with a given object long before he had any idea that certain written or printed symbols represented certain words. Is it not reasonable to expect that, in learning another language, the mind would most naturally follow this same order of presentation? It ought not to be necessary, then, to plead that, before this book is put into the hands of a pupil, he should have at least seven or eight weeks of simple, natural English conversation, in which to learn the names of the most common things of his everyday experience and also how to express his own thought about these things.

One of the essentials in the English course of any school in China is to teach the pupil to *think in English*. How can this be done if he begins his study of English by learning the alphabet, or even if he begins by learning phonograms, which are but written representations of sound and have no thought associated with them? Surely it seems more natural to teach first a word which suggests a thought and then show that this word is made up of certain sounds like those in other words. Even when this order is followed, care must be taken to avoid the error of making the study of a language a mere putting together of sounds like a picture puzzle. Exercises in conversation should always precede the introduction of the phonograms, and throughout the course fully as much time should be given to conversation as is devoted to phonetics and reading taken together.

The old-fashioned plan of teaching translation, either oral or written, from the very beginning, really prevented the pupil from acquiring a ready use of the language. Sometimes a teacher finds that a pupil, instead of understanding and answering a question directly, is first mentally translating the question into Chinese, then thinking out the answer in Chinese, and translating it aloud into English. This involves four mental processes instead of two, and is evidence of a lack of efficient method in teaching. According to the modern principles followed in teaching a spoken language, there

should be no translation whatever at first, say not until after the first two years, when the habit of thinking in the newly acquired language has already been formed. It is sometimes to the advantage of a beginning class if the teacher does not understand Chinese, as there is always a temptation to explain the meaning of a word or a sentence in the native dialect, instead of taking the trouble to interpret it through the pupil's own powers of perception. If, however, the native teacher or the westerner who speaks the dialect is careful to do this, he should be a much more efficient teacher than the non-Chinese-speaking teacher, as he has the advantage of sharing to some extent the pupil's point of view. Nouns may be represented by objects or pictures; verbs and many adverbs, by means of action; adjectives, through the different senses; and prepositions, through position. Pronouns, conjunctions, or difficult words and constructions may sometimes have to be explained in Chinese; but this should be done as a last resort. If the teacher fears that his best attempts to interpret a word by sign language may not have been understood by the duller half of the class, it is a good plan to call on one of the brighter pupils to give the explanation in Chinese; but this should be an occasional rather than a general practice.

At first sight it may seem that only a very small part of this book is devoted to exercises in conversation. Let it be remembered, however, that every reading lesson is to be prepared for by a conversation lesson using the same vocabulary and practically the same constructions; also, that the written work is intended partly as a test of the teacher's previous work in conversation. See "The Two-fold Use of Written Work," page 166. For every sentence given under the head of written work there should have been at least ten oral sentences given in the daily practice in conversation. The teacher should keep a notebook in which to write before coming to class a number of suggestive questions, bringing in as many as possible of the words, idioms, and constructions already learned. As the work progresses, he should try to keep the questions he asks from being like those in the book. He should introduce the new words in a different order and in different sentences, so that the reading lessons will not lose their freshness.

Several of the reading lessons are in the form of dialogues. These are intended to develop a conversational manner and tone in reading and also to furnish suggestions for exercises in conversation. As suggested in "Hints

for Teaching," p. 155, it is a good plan to let the class choose the pupils who read the dialogue in the most spirited manner, and then let those pupils plan together to give this dialogue in dramatic form on the following day, or on Friday afternoon. They should be allowed to have cake and tea, or whatever may be needed to give the dialogue its proper setting.

In a conversation lesson there is a tendency for the teacher to ask all the questions and the pupils to answer them all, so that often a pupil has very little chance to learn how to ask a question. The games and other suggestions in "Hints for Teaching" are given partly in the hope of developing initiative on the part of pupils. To this end many other devices will doubtless suggest themselves to the mind of the teacher.

One of the great difficulties in the teaching of conversation is that the average pupil does not know how to prepare his lesson, and the average teacher does not know how to teach him to prepare, except by a sort of question and answer method which the pupil is apt to learn by rote. It is hoped that the combination of reading and composition with conversation will obviate this difficulty, as the work in one department will directly help each of the other two. Let the assigned lesson be short but very definite and tangible, making use of a form of sentence just explained in class, so that it can be strictly required of every pupil. For instance, instead of saying vaguely, "Be ready to answer any question on page —," say, "To-morrow you must be ready to tell three things that you can see in the room, three things that you can see in one of the pictures in this book (or on the wall), and three things that you can see out of the window." By constant repetition of certain forms with variation in the vocabulary, the dullest pupil will learn to express himself correctly, even though he knows nothing of grammar. *Grammar, as such, should not be taught until the beginning of the third year of English.* Before that time, the teacher should avoid the use of grammatical terms, not teaching even the parts of speech or the tenses by their names.

In this little book an effort has been made to observe the principles of the law of review.

It has been demonstrated by careful experiments in pedagogy that after a lesson has once been thoroughly learned, three days is the longest interval that should be allowed to pass before a review of that lesson; that if the lesson is reviewed on the day after it has been taught, the results at the end of the

term's work are no better than when there has been an interval of three days before the first review. Of course, there is always room for a difference of opinion as to when a lesson has been *thoroughly* learned; but it seems reasonable to insist that at least two thirds of the pupils in a class should show that they grasp the essential points in a lesson before the next lesson is introduced. It may sometimes be necessary to spend two or three days on one lesson, or even a week, in special cases. The teacher should not scold the pupils for failure or tire them out by a repetition of the same lesson taught in the same way, but should see how skillful he can be in presenting in as many new ways as possible the idioms and words to be learned. Some of the games suggested will be a help in this.

The review to be given on the third day after a lesson has been mastered should not be announced beforehand; it is better that the pupils should hardly be conscious of the fact that they are having a review. The regular advance lesson should have been assigned, though perhaps a little shorter than usual. Before the recitation of this advance lesson, the teacher should ask a number of questions, the answers to which involve the use of all the principal words and forms in the lesson to be reviewed. Care should be taken, however, to present the review in an altogether different way from that in which the lesson was taught. It should be remembered that *any review is a test of the teacher's ability to teach, even more than it is a test of the pupils' ability to learn.*

As yet there have not been experiments enough in the science of teaching to determine the exact length of time that should intervene between the first and the second reviews, though many teachers think it should not be more than seven days. This second review may be announced, as it is rather more formal than the first. It may sometimes be a test somewhat like a spelling match. The teacher holds up one object after another, and each pupil in turn gives the English name for the object or uses that name in a sentence. Time may be saved by combining the first review of one lesson with the re-review of a much earlier lesson.

If more than half of the class fail in the reviews, *it is the teacher who fails, not the students.* The only thing to do is to go over the lesson patiently in as many new ways as possible, trying to find out from the pupils just where the difficulty lies.

Whenever there are two or more sounds, words, or grammatical forms liable to be confused, care should be taken to teach one thoroughly and then allow time enough for it to become a familiar part of the pupil's thought, before introducing another similar form or sound. When both have been thoroughly learned, the attention of the pupils should be called to the points of similarity and the difference between the two.

For example, in the early lessons in Part II, the phonograms *bl*, *cl*, *fl*, *gl*, and *pl* are introduced. As many Chinese students find it very difficult to distinguish between the sounds of these phonograms and the sounds of the corresponding phonograms *br*, *cr*, *fr*, *gr*, and *pr*, it is thought best not to introduce this second set of phonograms until considerably later in the course. An exception is made in the case of the familiar word "bring," an almost indispensable part of the student's early vocabulary. This is taught in Part I as a sight word and is not separated into the phonetic elements of which it is composed.

The past tense of the most familiar irregular verbs is taught before the introduction of the past tense formed by adding *ed*, so that the pupil will not be tempted to form the past tense of irregular verbs in this way.

The following are a few other examples of cases where confusion needs to be carefully avoided:

- (a) The words "to," "too," "two."
- (b) "Like" as a verb and as an adjective.
- (c) The comparative and the superlative degree of adjectives.
- (d) Adjectives, and adverbs formed from them, as "slow," "slowly."
- (e) Interrogative pronouns and adverbs, and the same words used as relative pronouns and conjunctive adverbs.
- (f) The different cases of the personal pronouns.
- (g) The various tenses of verbs, especially the distinction between the past and perfect tenses. Each tense should be drilled upon for several weeks before another tense is introduced.

In the preparation of a book so condensed as this, much of the reviewing must be left for the teacher to work out for himself, especially as it is impossible to make allowance for vacations and the regular week-end holidays. In Part I an attempt has been made to review, as far as possible, each vocabulary and each grammatical construction, after an interval of three lessons;

but the re-review has been left to the individual teacher. In Part I the written work is used to reënforce the lesson it accompanies. In Part II, however, the written work is usually made the means of reviewing the reading lesson which precedes it by three days. At least once or twice a month the teacher should take an inventory of the vocabulary and constructions which have been taught and should test the class thoroughly to make sure that they have become a living part of each pupil's thought and speech. An interesting review of the vocabulary may be conducted somewhat like a spelling match or a "spell down." The teacher gives out the word in English, and the pupil responds with an English sentence containing that word.

Many conversation classes are so large that it is difficult to keep up the interest. In order to obtain the best results, a class ought not to contain more than fifteen or twenty pupils; but if the class is much larger than this, it may be taught quite effectively by being divided into two sections, so that one section can be doing the written work while the other section is having a drill in conversation. Twenty minutes of conversation for each section will give far better results than forty minutes spent in the attempt to sustain the interest of a large class.

The average pupil of thirteen or fourteen is not able to concentrate his attention for more than a few minutes at a time. Hence, the program must be constantly varied. Do not allow the class to drag; as soon as attention begins to lag, introduce action of some kind. At least once or twice during the day all the windows should be opened, and the whole class should have a few minutes of physical exercise. Do not be afraid of introducing something startling into the conversation now and then, or of letting the class have a good laugh. Make the most of every little incident that happens in the classroom or within sight of door or windows. As the class advances, talk about current events and little happenings in the community and school life. Even though this may necessitate the introduction of several rather difficult words, it will be easier for the pupils to remember these than easy words learned in the ordinary way.

A conversation class is more liable to drag than any other; hence, care should be taken to give this class one of the best periods in the day and a room that is bright, airy, and not too crowded.

The successful teacher of conversation does not sit at his desk and

mechanically read off questions from a book. He has made himself so familiar with his subject that he is able to converse naturally with his pupils. He himself is an animated personality and compels the interested attention of all his class, because they are eager to see what he is going to do next. By his sympathetic manner he encourages originality and leads the timid pupil to express himself. Though he insists upon exactness in every detail, he carefully chooses the easier questions for the dull pupil, gradually leading him to have faith in himself and persevere until he succeeds. By a sympathetic, painstaking use of these varied methods of teaching, a teacher of even ordinary ability may transform the conversation class — so long looked upon as a bugbear — into a means of securing that fellowship between teacher and pupil which is so essential in character-building.

## THE BEGINNINGS OF ENGLISH IN A CHINESE CLASS

Suppose that you are standing before your class on the very first day of school. Let us hope that you are fortunate enough to have no students who have already studied a little English in irregular ways, and have acquired bad habits that they will have to unlearn. If there should be any such students or "drop-backs" from last year's class, it is much better to put them in a division by themselves, rather than let them spoil a class of eager beginners.

### 1. Conversation

Before attempting to train the eyes of your pupils, devote yourself to training their ears. To this end, there should be four weeks given up to nothing but conversation, before the pupils see a word written on the black-board or look at an English book. When you begin to teach, hold up a picture of a man (the pictures and all objects shown should be large enough for every one in the class to see at once). Then say slowly and distinctly but naturally, "man." Call on each pupil to rise, one after the other, and say after you "man." Stand close to each one as he speaks, so that he can watch the way in which you use your lips, tongue, and teeth to form the sounds, and can imitate you exactly. Do not rest content until each pupil pronounces the word correctly. On no account translate the word, but let

the pupils think out the meaning for themselves. If you have one picture of a Chinese man, another of a western man, one of an old man, another of a young man, so much the better, as it will help the pupils to form a clearer idea of the general application of the word. Next take out a fan which you have up to this time kept out of sight. Hold it up before the class and say "fan." After each member of the class has learned to pronounce this word correctly, take out of its hiding-place a tin pan, or if you have not been able to get a real pan, hold up a picture of one that you have drawn, and say "pan."

Now take up in the same way the series "cat," "rat," "hat," illustrating each word with a picture, or, better still, with an object, either real or toy. The next thing is to present each of these six words in a sentence. Holding up the first picture, point to it and say slowly, "This is a man." When a number of pupils have said this correctly after you, point to a fan and say, "This is a fan." When eight or ten pupils have practiced on this, introduce one of the other objects, using the same general form but varying the monotony by changing the object every few minutes. Do not translate these expressions at all; if you are careful to point to each object as you speak, the idea will gradually be grasped without translation.

At the next lesson, either later on in the same day or on the following day, make sure that the form "This is a ——" is still clear in the minds of the pupils. Then, holding a fan in your hand, say, "I have a fan." Give the fan to one of the pupils and let him say, "I have a fan." Pass on the fan and the sentence to six or eight pupils in turn, being careful not to let any one say the words until the fan is actually in his hand, lest he should fail to grasp the main idea of what he is saying. After using this form with the words already taught, introduce some other words found in the phonetic series of Part I, pages 103-106.

When the form "I have ——" has been thoroughly learned, teach with objects the numerals from one to ten, taking care to add each day to the pupil's vocabulary a few of the most familiar nouns from the phonetic series of Part I. It will probably require several days to get these numerals firmly fixed in the pupils' minds. When every one is ready to say quite naturally, "I have five pens," "I have nine books," it is time to pass on to the next step — the parts of the body, found in the phonetic series and in the miscellaneous list of sight words given in Part I. If any of the pupils are enterprising

enough to ask for the English word for "mouth," "hair," or any of the other parts of the body not found in the vocabulary of Part I, do not hesitate to give them the word; but unless there are these special inquiries, it is better to keep to the carefully chosen list. Insist that each pupil point to that part of the body of which he is speaking; as, "I have two eyes," "This is my foot," "This is my nose."

In passing from "I have" to "you have" and "he has," great care should be taken to show the change of person. First take a cup in your hand and say, "I have a cup." Then pass it to the pupil to whom you are speaking and say, "You have a cup." Then passing it to another pupil, point to him but still look at the first pupil as you say, "He has a cup." If there is no woman or girl in the room, a picture of one with a cup should be shown. Considerable practice is needed in the distinction between the masculine and the feminine, as Chinese students so often confuse the pronouns. This matter of person is the most difficult one introduced so far and will doubtless require several days. It should be very firmly fixed in the minds of the pupils before any attempt is made to ask such questions as, "Have I a cup?"; it requires very clear thinking to be able to see the need for the change of person in the answer, "Yes, sir, you have a cup."

If questions are asked at the very outset, there is a tendency for the pupil to repeat the question vaguely after the teacher. If, however, the form suitable for the answer has already become a familiar part of the pupil's thought, it will be easy to get him to give the correct response to such questions as "What is this?" "What have you?" When first asking the question, "What is this?" be careful to point to an object as far from you as it is from the pupil addressed, so that it will be perfectly correct for him to reply, "This is a ——." When this form has been firmly fixed, it will not be difficult to show that when the same question, "What is this?" refers to something in the hand of the speaker or belonging to him, the reply should be, "That is a picture," or "That is your hand." After the numerals have been learned, the questions, "How many —— have you?" or "How many —— are there?" are easily understood and replied to.

"I can see a ——" is a very useful form, as it is easily understood and affords a good opportunity for reviewing the names of all the objects thus far learned. It will then be easy to use the same auxiliary with some of the

other verbs given in Lesson 11 and elsewhere in Part I; as, "I can walk," "I can read."

If more than forty or forty-five minutes can be given each day to English conversation, it is far better to divide it into two periods: one in the morning, and another in the afternoon; or one at the beginning of the half-day's work, and another at its close. In this way, both teacher and pupil will be kept from becoming fagged and listless.

The number of forms that can be learned in these first four weeks will naturally depend upon the length of these daily periods, the size and ability of the class, and the ability of the teacher. Do not be in a hurry to cover ground, but insist rather upon thoroughness. Make sure that every pupil understands clearly every form taught and pronounces every new word as correctly and as distinctly as you expect him to pronounce it when he graduates. Experience goes to show that in all probability he will pronounce a word at the end of his course just as he was allowed to pronounce it during this first term. Insist upon a distinct enunciation of the final consonants, especially *d*, *n*, *t*, and *ng*. There should be no running together of words such as is so customary in most of the Chinese dialects.

After four weeks devoted entirely to English conversation, there should be a period of three or four weeks of drill in phonetics before the pupils are allowed to read from the book. During this second preliminary period, however, half of the time should be given to conversation. This ear-training should be alternated with the training of eye and ear given in phonetics in such a way that neither will become tiresome. For the first four weeks, the words taught should be chosen, so far as possible, from the phonetic series of words in Part I. During this second preliminary period, the eight words in Part I, Set V, Division A, should also be generally introduced into the conversation, so that before they are presented to the eye in written or printed form, they will have become a part of the pupil's thinking vocabulary and will need no explanation.

## 2. Phonetics

In beginning the phonetic drill, go back to the first series of words taught. Hold up the picture of a man and ask the pupils for one word describing it. When the word has been spoken, write it in large letters on the black-

board; then point to it and have the whole class say after you in concert, "man." Now hold up a fan and then a pan, and get the pupils to name them. Write these words directly under "man" and then cover the *m*, *f*, and *p* with your book, to show the class that the endings of these words are exactly the same. Try to get some of the brightest pupils to think out for themselves the pronunciation of this ending, and then of the three initial sounds. Then write the three words already taught in such a way as to show the separation between initial and final sounds, as follows:

m-an man  
f-an fan  
p-an pan.

Be careful to give the sounds of the letters, *not the names*. Do not allow the pupils to learn the names of the letters of the alphabet until at least two months later, when they should have become so familiar with the ordinary sounds of the letters that the sound, rather than the name, will suggest itself as soon as the letter is seen.

After writing the above series of words on the blackboard, get the pupils to spell them phonetically, pronouncing the initial and final sounds separately and then blending the sounds, as the word is usually pronounced. After a number of pupils, including a few from the duller half of the class, have thus recited, drill the whole class in concert, taking care that no lazy or dull pupil mispronounces the sounds.

Now take up the series "cat," "rat," "fat," "hat," showing pictures to illustrate and separating the written words into final and initial sounds as before. Individual and class drill should follow the introduction of each series. "See," "me," "bee," "he," is the next series to be presented.

As soon as a sound has been taught in several combinations, the pupils should be expected to recognize it at once whenever it occurs and give it the correct sound. For this purpose, the teacher should prepare sets of phonetic cards, each bearing on one side a phonogram in ordinary small print, and on the other, the same phonogram in script. There should be a set for each part of the book and a separate set for all the words in Part I that contain phonograms not yet taught and therefore have to be presented as sight words, as they cannot for the present be resolved into the sounds of which

they are composed. These sight words should at the beginning be divided by the teacher into two divisions: A, containing all the sight words that occur in the first sixteen lessons of Part I; and B, containing the sight words in the remainder of Part I. Before the pupils are allowed to have this reader or any other English book in their hands, all the words in Set V, Division A, and all the series of words given under Part I should be thoroughly taught; also all the phonograms given in Set I. This constant drill on phonetics may at first seem like a great strain on the faith and patience of teacher and pupils; but it certainly gives better results, and with care it may be kept from becoming tiresome. A word should always be first introduced in a sentence and illustrated, so that the pupil will have at least one idea associated with it in his mind before he sees it in the written form. The written form should be presented as a whole and thoroughly learned and associated with the idea of which it is a symbol, before it is divided into the phonetic parts of which it is composed. The consonant sounds should all be taught as initial sounds before the pupil is expected to recognize them as final sounds. When taught as final sounds, great care should be taken to see that they are enunciated very distinctly.

Doubtless the pupils will begin to ask impatiently, "When may we begin to read the book?" If the teacher replies, "You may begin it as soon as you can all pass an examination on the phonograms in Set I and the sight words in Set V, Division A," the class will get to work in earnest, and the brighter students will urge on the dull ones.

This preparatory work in conversation and phonetics may occupy even longer than eight weeks, but if it is properly done, the progress made by the pupils after the book has once been put into their hands will more than make up for the apparent delay. After seven weeks of such drill for an hour and a half a day, a class of by no means brilliant pupils easily read and understood more than fifty pages of a simple "first book" in the five weeks succeeding the drill. In reading, the students should not be allowed to translate at all; if the preparatory work has been thorough, they will be able to follow the meaning, and the teacher may bring it out by questions, suggestions, and illustrations, in simple English. Once in a while, if a sentence seems unusually difficult to explain, a pupil may be asked to translate it orally for the rest of the class.

The use of phonetic cards makes possible more frequent, rapid, and interesting drills than could ever be given if one depended entirely on the black-board, or on charts. It also saves the time of the teacher.

As soon as ten or twelve phonograms have been taught and the pupils have learned to recognize them whenever they see them written on the black-board, the drill with the phonetic cards may begin. At first only the script side should be used; but when this has become familiar, the pupils should gradually be led to recognize the printed form also.

The teacher takes a set of cards in his hand and stands in front of the class, where every pupil can see each card distinctly. He then calls on the pupils, one after the other in the order in which they are seated, to name the sound on the card presented. As soon as the sound is given correctly, the card is slipped back, and the next one in the pile is shown to the next pupil. If a pupil fails to give the right sound at once or even hesitates, the teacher instantly calls on another pupil seated in another part of the room or says "Any one," as a signal for volunteers. In this way the interest of the whole class will be kept up. This drill should gradually become more rapid until the teacher can "go around" a whole class in five minutes or less. When the pupils have become thoroughly familiar with the sounds, it will add value and interest to the drill if they are sometimes required to give not merely the sound of the phonogram presented, but also a word containing this sound.

Once or twice a month there should be an oral examination on the phonograms. Each pupil should be called to the desk and should be required to give the exact sound of every phonogram and sight word thus far taught, as the teacher rapidly shows him one after the other. Have ready a small blank sheet of paper bearing the pupil's name and write on it all the phonograms or sight words that he fails to pronounce exactly. Tell him that on a certain day, not more than a week later, there will be another opportunity for him to recite these sounds and that he must know them by that time. If possible, try to have a little special drill for the slower pupils, giving the brighter ones something else to keep them busy. It is interesting to note the relation between pronunciation and character; often a slovenly way of speaking is simply an indication of irresolution. Many a pupil who at first seems utterly incapable of producing certain sounds, pronounces them

perfectly after the teacher has once roused his will power by telling him that he can and must give the exact sound.

Sometimes it is a good thing to have this examination in phonograms conducted by another teacher, preferably the head of the department or the principal of the school, provided he is thoroughly familiar with the phonetic system. If the teacher of the class is a Chinese, it is all the more important to have the examination conducted by a teacher whose mother tongue is English, as it is almost impossible for even a very clever teacher to detect without fail slight errors of pronunciation in an acquired language.

After the class has learned twenty or more sight words, a spirited review of these words may be conducted somewhat as follows:

Before class, write on the blackboard, not in columns but in hit or miss fashion, all the sight words, with a sprinkling of words that have been learned phonetically in series. Call to the front two of the brightest pupils and give to each a pointer or a long ruler. Then stand at the back of the room and pronounce at random the words on the blackboard, skipping about from one word to another. As a word is pronounced, each of the two pupils tries to find it on the blackboard, and the whole class watches eagerly to see which one will first point to the correct word. After three or four minutes, another pair of students should have a turn. See that the rivals are pretty evenly matched, and be sure to give the slower pupils their share of turns. This game may be used as a scheme for reviewing new words once or twice a week as long as it continues to be interesting.

In playing this game, in fact in all phonetic drill, it is difficult to keep young pupils from shouting out the sounds as soon as a phonogram or a word is presented to them. In learning the sounds, the pupils should be allowed to buzz them over very freely, even though this causes apparent disorder. How can they learn to make the correct sounds except by making them? In drill and in review, however, the class should be trained to stop this buzzing sound and keep absolute silence as soon as the teacher lifts his hand. It will require some strictness at first to see that when one pupil is reciting the others keep quiet and give him his opportunity.

During the first seven or eight weeks of English the time is devoted entirely to conversation, phonetics, the recognition of sight words, and the reading of sentences which the teacher writes on the blackboard, after having first

taught them thoroughly in conversation. After the class has begun to read from the book, the daily drill in phonetics should still be kept up, though of course it need not take so large a proportion of the time. While the class is reading the first sixteen lessons in Part I, the sight words that occur in Lessons 17-32 should be gradually introduced in conversation and then made familiar in sentences written on the blackboard. At the same time there should be repeated drill on Set I of the phonograms and the series of words in Part I, especially those occurring in Lessons 17-32.

While the class is actually reading Lessons 17-32, preparation for Part II should begin with drill on the phonograms in Set II and the series of words containing those phonograms. As the work progresses, it will not be necessary to teach the new sight words occurring in a lesson more than a day in advance of that lesson, as the reading matter itself will make plain the meaning of these words and will help to fix them in the memory.

In teaching the remainder of Part II, as well as Parts III and IV, Book Two, the same general plan should be followed, preparing for each half-term's work five or six weeks in advance and continuing the phonetic drills throughout the two years' course. As the phonetics in this course include practically all the sounds that occur in the English language, with the representations of those sounds given in Webster's Collegiate Dictionary, a student who has been thus thoroughly trained ought to be able in the third year to read almost any simple English book and to look up the pronunciation and meaning of words in the dictionary. During the third year "dictionary drills" should be introduced to test the pupil's speed in finding a word and his ability to understand the phonetic markings.

For the benefit of inexperienced teachers who may think it something of a problem to determine the right proportion of time to be given to each phase of the work, the following daily program is suggested.

Such a program will, obviously, need considerable adaptation to meet the needs of various classes. It is assumed that the class has already had the seven or eight weeks of preliminary drill required and has begun the reading of the book. An hour and a half is the length of time required for this program, as it stands; but it is hoped that, if translation and spelling are done away with, many schools will be able to afford more time for the work in beginning English. If part of the drill could be in the morning and part

in the afternoon, monotony would be avoided. Even one hour a day of English is worth while if it is thoroughly taught.

### Suggested Daily Program

Time allowed.

I. Drill on phonograms already learned . . . . . 7 minutes.

II. Introduction of one new phonogram and words from the various series containing that phonogram . . . . . 10 minutes.

III. Conversation . . . . . 20 minutes.

Part of this is devoted to the review of old forms with the new words just taught in II, while the last ten minutes should be given to the introduction of one new construction.

IV. Physical exercise with windows open . . . . . 3 minutes.

V. Written work . . . . . 20 minutes.

If the class is large, half of the pupils may be writing while the other half are having a conversation lesson. Of the five periods a week given to written work, the first and third should be given to the writing of new exercises; the second and fourth, to the correction of those exercises; and the fifth, to the writing of words in a series as the teacher pronounces them. In the latter part of the second term, the student should be able to write sentences when dictated by the teacher. (See chapter on "Spelling and Dictation.")

VI. Relaxation . . . . . 5 minutes.

VII. Rapid drill on sight words, followed by the introduction of a few new sight words, varying the number according to the ability of the class . . . . . 5 minutes.

VIII. Reading from the book . . . . . 20 minutes.

A program of this kind should always be considered somewhat elastic. For instance, when there is a dialogue or a game, it may be necessary to omit several features of the program.

## HINTS FOR TEACHING

## Part I

It is assumed that the teacher has followed the suggestions in the preceding chapters and has already given the class seven or eight weeks of preliminary drill in phonetics and conversation, as well as considerable drill in reading sentences written on the blackboard. Before the pupils are allowed to have an English book in their hands, they should have had not only this drill but also considerable familiarity with the printed form of the phonograms and words as given on the back of the cards in Set I and in Set V, Division A. The reading lessons in the first half of Part I will then be sufficiently familiar to be read easily and naturally and will not seem like an exercise in picking out words. From the very beginning, a pupil should be trained to think out a whole sentence to himself, before he begins to read it; he may read slowly, if necessary, but he should never be allowed to halt for a word in the middle of a sentence.

In addition to this general preparation in phonetics and conversation, which throughout the course should keep ten or fifteen lessons ahead of the reading lesson, there should also be more specific preparation for each reading lesson three days before the lesson occurs. The suggestions given in the following notes may be used partly in the general preliminary work and partly in the more direct special preparation.

*Lesson 1.* So far as possible, bring to class the objects named in the lesson. If you cannot bring the real objects or toy objects, draw pictures of them or cut them out of newspapers or magazines and paste them on cardboard or paper muslin. A permanent collection of such pictures and objects is very useful to have in reviewing vocabularies and in furnishing themes for conversation later on. Keep them put away, and bring out only one at a time. Do not even let the class see an object at the beginning of the period, but produce it suddenly. Use the elements of surprise and also of curiosity to keep up the interest. The pictures should be large enough so that when held up by the teacher, they can be seen by all the members of the class; but even small pictures or blackboard sketches are much better than nothing at all.

If all the words and all the grammatical forms have been thoroughly taught, a new combination of these words and forms will be a welcome feature of the reading lesson. For example, in Lesson I, "The cat has a rat," need not be previously taught in conversation, as it will be readily understood, especially when accompanied by a picture.

*Lesson 4.* At least three days before teaching this lesson, prepare for it with "A Blindfold Game." Let one pupil come up front and stand facing the class. Hold up a picture of a hen or a toy hen and say, "What can you see?" After the pupil has replied, "I can see a hen," blindfold him or put the picture in the desk and then ask, "Can you see a hen now?" Repeat these forms of questions with different pupils, using all the objects for which the pupils have learned the English names. This game ought to fix the two forms, "I can see," and "I can not see," so that they will become part of each pupil's thinking vocabulary.

In blindfolding the eyes of the pupils, run no risk of spreading any eye trouble that may exist. Have ready a number of strips of muslin, so that a fresh one may be used for each pair of eyes. These strips may afterwards be boiled and used again.

*Lesson 8. Game—“How many?”* This game affords a good opportunity for a review of all the past work without letting the pupils feel that it is a review. In preparing for it, make a list of all the nouns taught thus far and try to have at least two or three of each of the objects named. The pupils themselves will gladly help in this preparation, if one object is definitely assigned to each pupil two or three days in advance. If it is not practicable to have the real objects or toy objects, have pictures of them; however crude they may be, they will serve the purpose and add to the interest. Try to have enough of these pictures or objects to distribute to at least half of the class and to give two or three of a kind to a few of the pupils.

Before beginning the game, divide the class into two divisions, either by allowing two leaders to "choose sides" or by some other method of division. It will save time if these divisions are kept permanent for a month, or at least for two weeks, as there are many such games to be played later on. Each student can remember his own place.

In Division A, distribute the objects to the students who have the odd numbers, and in Division B, to those with even numbers. The first pupil

in Division A then shows his object or objects and says to the one opposite him, "How many cups have I?"

After the first student in Division B has replied to this question, pupil No. 2 in Division B shows his object and asks a question of pupil No. 2 in Division A. When each pupil has thus had an opportunity either to ask a question or to answer one, the objects may be collected and distributed to those who replied to the questions. The game may then be played again if there is time.

If there are so many students that there are not objects enough for half of them, some of them may be given, instead of pictures, slips of paper on each of which is written the name of some feature or part of the body already learned. A student receiving such a paper would then ask, "How many ears have I?"

If the class is small, this game with the parts of the body may be played first, and the game with objects may be kept until a few days later, when a greater number of nouns have been learned.

*Lesson 13. A Picture Game.* This game furnishes an entertaining method of review. In preparation for it, make a list of all the nouns thus far taught and illustrate by means of pictures. These may be cut out of magazines or simply sketched in outline (see note on Lesson 1, Part I). The pupils may choose sides, and the pictures are to be distributed to the pupils of one side who bear the odd numbers and to those on the other side who bear the even numbers. The pupil who has a picture holds it up before the pupil opposite him and says, "What can you see in this picture?" or "Is this a picture of a cat?" Let the class have considerable practice on these questions with many variations for two or three days before the game. Then at the beginning of the game, write these two forms on the blackboard and drill the class in concert a few times. So far as possible, let each pupil decide for himself which form of question to use. If the pupil seems really too slow to repeat either form intelligently, let him simply ask, "What is this?" or "What can you see?" Insist, however, that the answer must be, "That is a picture of an ear," not "That is an ear"; "I can see a picture of a cat," not "I can see a cat."

If there is time, collect the pictures and give them out again to those who answered the questions the first time.

*Lesson 14.* Daily greetings and all other expressions that are used in class every day should always be given in English and acted out in such a way that after a few days even the dullest pupil cannot fail to understand and respond to "Please close the door" and other similar expressions. The pupils should be taught to say "please" even to each other and to reply to a question asked by a teacher, "Yes, Mr. ——," or "No, Miss ——." Many teachers prefer to teach pupils to say, "Yes, sir," "No, sir," and "Good morning, sir." These forms follow the etiquette of an English classroom and have the great advantage of being always ready for use, without reference to the names of the individual teachers or of strangers.

*Lesson 18.* Use many sentences as examples to help the pupils to associate "hear" with "ear" so as to avoid confusing it with "here."

*Lesson 19.* The exercise for this day can hardly be called a game, as it is rather too difficult for pupils themselves to prepare. Let there be plenty of action in it, however. For instance, the teacher asks, "With what do you open your book?" The pupil of whom the question is asked at once opens his book and replies, "I hold my book with one hand and open it with the other hand."

If the question is, "Does —— write those words with a pen?" the student whose name is mentioned at once begins to write, while the one addressed replies, "No, sir, —— writes those words with his pencil." Other sentences that may serve as suggestions are as follows:

With what does a deer run?

With what does —— walk?

With what do you look at pictures?

With what do I take my book out of the desk?

With what do you close the window?

With what do you wash your face?

Do you write with both hands?

*Lesson 20.* Use this reading lesson afterwards as a dialogue with action. Explain the idiom, "take your seat."

*Lesson 21. A Blindman's Game.* Blindfold one of the pupils. Let the others form a circle around him and go round and round until the "blindman" in the center raps on the floor with his cane, when everyone must stop and

stand perfectly still. The "blindman" then points with his cane to one of the pupils, who must at once take hold of the other end of the cane and reply to each of the three questions asked by the "blindman." All the questions and answers must be in English and may be somewhat as follows:

- "Are you a man?"
- "No, I am not a man; I am a boy."
- "Are you tall?"
- "Yes, I am very tall."
- "Where do you live?"
- "I live on the hill."
- "Is there anything in your hand?"
- "Yes, there is a pencil in my hand."

After three questions and answers, the blindman must guess the name of the one who gives the answers. He may have three guesses, and then if he still fails he must be "it" again. If he succeeds in guessing correctly, the pupil whose name is guessed must be "it" and take his turn as "blindman."

It will add greatly to the interest of the class if the pupil who is giving the answers changes his voice and pretends to be some one else. Explain that if fictitious answers are given in a game like this, there is no sin against the law of truth.

This game will need to be carefully prepared for. The day before assigning the lesson, explain to the pupils the plan of the game and write on the blackboard six or eight questions suitable for the "blindman" to ask. Good suggestions for these questions may be found in Lessons 15, 17, and 18. Then let different members of the class suggest a suitable answer to each question and write down the suggested answer opposite each question. Drill the pupils on questions and answers and tell them that each one must be ready next day to respond to any question that is asked him, as well as to ask three questions. Encourage originality in the answers.

*Lesson 23.* Explain carefully the difference between the Chinese way and the English way of answering the questions, "How many sisters have I?" "How many brothers have I?"

*Lesson 25. Game* — "What are you doing?" The day before this game is to be played, a list should be made of all the verbs in the vocabulary of the

pupils up to this time, especially those in Lesson 11. If there is time it would be a good plan to get the pupils to help make out this list by glancing rapidly through the lessons and selecting all the action-words studied thus far. As the pupils pick out the words, write them rapidly on the blackboard, suggesting any that are being overlooked. Write only the simple present form of the verbs and do not call them verbs, but "action-words." See that each pupil copies the list. Then tell the class that next day each one is to come prepared to act out one of the action-words and to guess the words acted out by the others. Tell them that each pupil is to be an actor and must try to make what he does interesting and different from what the others do. To this end he may eat, drink, run, or do anything he wishes, and may bring to school any food or toy which he needs for this; but he must not tell any one what he is going to do. This very secrecy and the fact that the usual rules of order for the classroom are suspended will add zest to the preparation. When the time comes for the game, divide pupils into Divisions A and B. (See note on Lesson 8.) Pupil No. 1 in Division A then takes a cake out of his pocket and begins to eat it. No. 1 in Division B, directly opposite him, asks, "What are you doing?" to which the actor must reply at once, "I am eating a cake." Pupil No. 2 in Division B then does the acting, and Pupil No. 2 in Division A asks the question. If the time permits, there should be another turn, giving those who have been asking questions an opportunity to be actors.

If a pupil is not prepared to act or to tell what he is doing, he should be obliged to sit down at once.

*Lesson 27.* Select two pupils for each sentence; one to give the command, one to obey it. Each command should be obeyed *exactly*.

*Lesson 30. Telling and Doing.* Three days before assigning this lesson, give the class a thorough drill in understanding and *obeying exactly* any command or request that you may give. This will afford a good opportunity to review vocabulary and constructions, especially the use of the various prepositions. Refer to the list of action-words made for Lesson 25, after having added to it any other suitable verbs found in Lessons 26-29.

Show the pupils when "please" is necessary and when it need not be used. There is a tendency to say, "Please you open the door." Explain that when

giving a command or request, "you" is never expressed, though always implied.

The day before this game is to be played, tell the pupils that their work in preparation for the next day will be the thinking out of six or eight commands or requests; it is necessary to have a number of these ready, as no pupil should ever be allowed to give a sentence like what has already been given.

When the time comes for the game to be played, the teacher starts it by giving out a command or request to be obeyed by one of the brighter pupils. If the pupil succeeds in understanding and obeying this exactly, he is entitled to give a command to any one else whom he may choose. If any one obeys, he may command; if not, the opportunity is passed on to another.

As soon as a pupil has obeyed and commanded some one else, he takes his place in a line of honor pupils standing at one side of the room, so that he will not be asked again and again. Those who fail may be called on a second time, unless the class is too large to admit of this. Those who fail a second time should be ruled out of the game, and should sit or stand by themselves. This game may be used very aptly to impress upon the class the old truth that only those who have learned to obey are worthy to command others.

After the positive commands and requests have been thoroughly taught, the negative form "do not" should be introduced and taught in the same way.

## Part II

*Lesson 1.* Teach with many examples the two chief uses of the suffix "er." Use many illustrations to bring out clearly the distinction in the use of "bring" and "take."

*Lesson 2.* Explain the idiomatic use of "keep" in this lesson.

*Lesson 3. Game*—"What time is it?" In teaching the pupils to tell time, it will be found very helpful to have a large pasteboard clock with wire hands that can easily be moved to indicate any time of day. A clock of this kind may be purchased from a kindergarten supply firm, or may be made by the teacher himself out of an old box top and some pieces of wire. For this game it will be a great advantage to have two such clocks, one for

each side. The game should not be played until the pupils are thoroughly familiar with the clock and can tell the hour, the half hour, and the quarter hour readily. Telling time to the exact minute should be deferred until a later lesson when the necessary terms have been learned. Then the game may be played with renewed interest.

Let the class select two leaders who are to choose sides. Then let pupil No. 1 in Division A turn the hands of the clock to any hour that he wishes and hold it up as he says to pupil No. 1 in Division B, "What time is it?" When this question has been answered, pupil No. 2 in Division B fixes the hands of his clock and holds it up asking No. 2 in Division A, "What time is it?" and so on through the game. If a pupil fails to reply correctly, he is asked to sit down, and the question is passed on to the pupil next in order on the other side. If the question is not answered on that side, it goes back to the side on which it started, and so on from side to side until it is answered correctly. At the close of the game, the side having the greater number of pupils left standing is declared to be the winning side.

If it is impossible to procure a pasteboard clock, draw a clock face on the blackboard and let the pupils indicate the time by drawing the hands.

*Lesson 5.* Distinguish carefully between the use of "when" in the clause, "when the west wind blows up the river," and "when" as used in asking questions.

*Lesson 7.* Prepare for this lesson several days beforehand by considerable drill on the use of "shall" and "will." Tell the students that in preparing this lesson each one is to think out an answer for each question, so that he can be ready to answer instantly any question that is asked him.

*Lesson 10.* In assigning this lesson, tell the students that each one must think out a complete answer to each question and be ready to give it in class as soon as a pupil asks him the question. Three days after this lesson has been thoroughly taught, review it in the following way. Before coming to class prepare a list of all the adjectives thus far taught. Write them on the blackboard and get the students to give the comparative form of each. Write these on the blackboard as they are given. Then tell the students that each one is to bring two objects to class the next day and have ready a question comparing the two. For example, "Is this pencil larger than that one?" It will add to the interest of the lesson if the pupils are allowed to

take sides. If a previous suggestion has been followed, the class will have already been divided into two sides, so extra time need not be consumed.

*Lesson 11.* Up to this time "who" has been used only in asking questions. Explain carefully, with many illustrations, the use as a relative.

*Lesson 13.* Three days after teaching "The Diary" (Written work, Lesson 12), review it as follows. Tell the students that each one is to refer to the diary that he wrote in his notebook and learn it so carefully before coming to class that he can tell without hesitating what he did on each day of the week. Then in class let one pupil say to another, "Last Saturday afternoon I went to the park. What did you do?" or "Friday afternoon all the boys played ball. What did you do?"

In playing this game sides may be taken as usual, or one pupil may call on another, who replies and then in turn asks a third pupil, and so on. If this game is properly prepared for and well carried out, it will help the pupils to get a free use of the past tense.

*Lesson 14.* Explain carefully with illustrations the difference between "family" in this sense and in the sense of a family of kittens.

*Lesson 15. A Contest.* It will be a great help to the students in learning comparatives and superlatives in a way they can never forget, if at this time a contest is introduced. Have, for instance, a race in which several students take part. While they are actually running, ask one of the on-lookers, "Is — — running faster than — — ?" To this the reply may be, "No, he is not running faster than — —, but he is running much faster than — —." Then comes the question, "Who is running fastest of all?" or "Who is the best runner of all?"

After the race is over, the same questions or similar ones should be asked in the past tense. The race is practicable only if the class can be taken out of doors, but there are various other contests that can be adapted for use in the classroom.

Following is a list of suggested contests from which the teacher may choose those most suited to his own pupils, according to their age and sex and various conditions. Before coming to class he should think out carefully just what questions he is going to ask, adapting them to the different contests, and varying them, of course, according to circumstances.

1. A Race — to see who can run the fastest.
2. Two Jumping Contests — to see who can jump the highest and the farthest.
3. A Kicking Contest — to see who can kick the shuttlecock the highest.
4. A Drawing Contest — to see who can draw the finest pictures.
5. A Singing Contest — to see who can sing the best song.
6. A Speaking Contest — to see who can speak the plainest English.

Give the students beforehand a few lines of English verse or prose to commit to memory and recite for this occasion.

At the beginning of Part III, when “as . . . as” and adverbs with their comparatives and superlatives have been thoroughly mastered, it would be interesting and helpful to have another contest of this kind.

*Lesson 18.* In this lesson, as in other dialogues, it will add interest to the reading, if at the outset the members of the class are told to be on the lookout for the most spirited readers. If the class is too large for each pupil to have a part and carry it all the way through, let the parts be changed after the purchasers reach the shop. At the close of the reading lesson, when the whole dialogue has been read through at least two or three times, let the class choose the four best readers. Then arrange with these four that on the third day after the reading of this lesson, they are to bring pieces of cloth and a few other things to suggest a shop and arrange a miniature shop in the front of the classroom, so that the dialogue may be acted out. It is not necessary for the speakers to commit the parts to memory, but they can easily become so familiar with the words as to read them in easy conversational style and act out the parts as they read; better still, they may talk offhand, without following the exact words of the book.

Later on, it may be found interesting to have another shopping game. Several of the pupils could be asked to arrange fruit and vegetable stalls, and then the other pupils could take turns in buying things. The Chinese have remarkable dramatic ability and can easily work out these ideas with a few suggestions from the teacher.

*Lesson 19.* This lesson gives a good opportunity for a review without making the pupils realize very keenly that it is a review. Before coming to class, the teacher should prepare a list of at least a hundred and ten of the most unfamiliar words thus far taught in Part II. The questions given here

are a mere suggestion of the many other questions that are to be asked under the direction of the teacher. Each one of the review words should be called for and pronounced distinctly.

If the students do not seem to be thoroughly familiar with the ordinal numbers, they should be drilled on them in the same way three days later, but with an entirely different list of review words, unless the list given on the first day proves to be quite unfamiliar.

*Lesson 20.* The day before this game is to be played, tell all the pupils to stand in line, and number them in order. Then tell each student to remember his number and bring it to class next day printed on a piece of paper in figures large enough to be seen across the room. Tell each one to come prepared also to act out some action-word that he has already learned. In order to give the greatest variety, tell the pupils that they may feel perfectly free to bring to class anything they wish to help them in acting out the verb.

At the beginning of the game, the students should again stand in line in the same order, with their numbers pinned to their coats. The teacher calls "Number 17," and the seventeenth boy at once steps out of the line, takes a picture out of his pocket, and begins to look at it. Then the teacher calls on another pupil and says, "What is the seventeenth boy doing?" To this comes the reply, "The seventeenth boy is looking at a picture." After the twenty-first boy has acted his part, the teacher asks, "What was the twenty-first boy doing a minute ago?" The reply is, "A minute ago the twenty-first boy was sitting on the window-sill." If time permits, the teacher may make sure that the students are thoroughly familiar with the ordinals by going through the line rapidly but not in order, saying, "What is the name of the eleventh boy?" "What is the surname of the twenty-third boy?" etc.

*Lesson 22.* Bring to class an English calendar, with figures large enough to be seen from any point in the room. Better still is a calendar showing the dates according to western reckoning and the dates according to Chinese reckoning arranged in parallel columns. From this time on, the students should be required every day to state, not merely the day of the week, but also the day of the month according to both the Chinese and the western calendar.

*Lesson 25.* The pupils should read this dialogue over in class several

times the day before they attempt to act it out with the table, dishes, etc. The members of the class should then choose the three best readers to take the parts of the two brothers and their servant (see note on Lesson 18, Part II). It will be worth all the trouble it takes to set a table in true western style, if in this way the pupils can be taught the simplest rules of western table etiquette. A man who speaks English is expected to know how to mingle socially with English-speaking people, and it is not fair to him to allow him to grow up without a knowledge of ordinary western etiquette.

In reading or reciting this lesson do not let the pupils read the figures or any of the words in parentheses.

Call the attention of the pupils to the distinction shown in this lesson in the use of "like" and "wish." The older brother says "like," because he has often eaten jam and knows he enjoys it. But "wish" is the word to use in regard to anything which one is about to do or hopes to do.

### THE TWO-FOLD USE OF WRITTEN WORK

Throughout this book all the sentences given under the head of Written Work are intended to be used in two ways:

*a.* To teach the pupil, from the very beginning, to express his thoughts in correct written form.

*b.* To suggest to the teacher the most important idioms or inflected forms in the order in which they should be presented in teaching easy conversation.

The secondary use, while less obvious than the first, is really the more essential of the two. The teacher should keep looking ahead and should prepare for each exercise by at least twenty minutes of oral drill three days in advance. During the two days succeeding this first drill, let him ask questions involving the use of the given form, until he is sure that even the dullest pupil understands it. The sentences given in the oral drill should not be exactly like those in the exercises but should emphasize the same idiom or inflected form in many different ways. Then when the written exercise is given, the teacher should regard it in the light of an examination, not for the pupils but for himself. If the sentences of two thirds of the class show that they really get the point that has been drilled upon, he may feel encouraged and go on to the preparation for the next exercise. If,

however, more than half of the class fail on the written work, he should patiently renew his explanations and give oral drill on the same point for two or three more days before again presenting the exercise. He should not scold the pupils or make them think that they have failed. Let him remember that if the written work is attempted before the pupil has clearly in mind what he ought to write, the act of writing will only serve to perpetuate the error or confusion that is in his mind ; on the other hand, if the correct form has really been mastered, writing it out will just as surely aid in impressing this upon the memory.

It is important that every pupil should have a notebook substantial enough and large enough to last through at least one term. In using the notebook, let the teacher insist that the pupils leave a blank page opposite each exercise. Then, after he has corrected the notebooks and is about to hand them back, let him ask the pupil who had the best sentences to copy his sentences on the blackboard. The teacher should correct any slight errors there may be in these sentences and also should call especial attention to the points in regard to which mistakes have been most frequently made, in each case explaining the correct form. Each pupil in the class should then be asked to copy the correct form of the sentences into his notebook, on the page opposite the sentences originally written by him. The very fact that the eye can glance easily from the mistakes of Sentence 1 to Sentence 1 in its correct form directly opposite, will make for efficiency.

It would be a waste of time and energy to require pupils whose sentences were perfect the first time to copy them. In order to avoid this, and as an additional incentive to precision in sentence-writing, the teacher might read out a list of those whose sentences were perfect. This group of pupils might be asked to sit in one part of the room, where some special sentences have been placed on the blackboard for them to write while the rest of the class are copying. The teacher should explain that through this additional work a student gets far more out of the course than if he has to spend time doing work over.

Even in giving out the sentences for the first time, the teacher should always compose a few additional sentences to illustrate still further the points to be drilled upon. One, at least, of these sentences should be required of all the pupils in order to make sure that they do not prepare the lesson by

getting some one to write out the sentences for them to copy or memorize. The only preparation needed is the oral drill given by the teacher, and the students ought not to be aware that they are being prepared for written work. They should never feel that the written exercises are an examination or that the oral work is simply a means to an end.

The teacher should not give an oral drill in preparation for a written lesson on the day when the sentences are to be written. If there is time for oral work on that day, it should be after the sentences have been written and should take up new work.

At the close of the period given to the written work, the notebooks should be collected, and should always be kept by the teacher except when the pupils are actually writing in them. A few days before the review, which should be given once a month, the notebooks should be returned to the pupils, so that each one may go over by himself the points in which he failed at first. From the very beginning of the written work, neatness should be emphasized; one incentive for this would be the selection of the best notebooks for exhibition at the close of the term.

It is not supposed that this written work will furnish sufficient practice in penmanship for a student who is only beginning to write English. In addition there should, of course, be daily exercises in penmanship.

## NOTES ON WRITTEN WORK

### Part I

In teaching the written work in Part I, let each pupil copy neatly on the left-hand page of his notebook all the sentences in a given exercise, leaving blank spaces as in the copy. Everything except notebooks and pencils should then be put away. The words from which the pupil is to choose what to write in the blank spaces should be written on the blackboard, and the pupils should be given time to decide which word in the list ought to be used to fill out each blank. Gradually get the class to make this choice more and more rapidly, as the habit of quick yet exact judgment is essential.

*Lesson 1.* a, an.

*Lesson 2.* one, two, three, four, no.

If possible, have a picture of a man with eggs; or, if he has no eggs, the pupils may write, "The man has no eggs." Let them think this out for themselves. In this lesson and elsewhere as opportunity occurs, call attention to the distinction between "a" and "the." Show the pupils that "a rat" may mean any rat in the world, while "the man" refers to the particular man in the picture.

*Lesson 3.* has, have.

*Lesson 4.* a, an, has, have.

Before the pupils begin to write these sentences, pin up on the wall or draw on the blackboard a large picture of a face; then pin over it a sheet of paper, so as to cover all but one ear; then cover all but the nose. Or pictures of a nose and an ear may be drawn on the blackboard. Practice with these pictures orally for several days before assigning this written exercise.

*Lesson 5.* cat, rat, eggs, fans, eyes, ears, many.

*Lesson 6.* Write on the blackboard the names of several men and boys, without distinguishing them. These names should be familiar to the pupils, so that they can think out for themselves whether the word "man" or "boy" is the appropriate term to be applied.

Have pictures or objects to illustrate Sentences 3 and 4, but instead of having only two or three words to choose from in filling out these blanks, write on the blackboard a list of all the nouns studied thus far, so that the pupils may go through the list carefully in order to choose the right word for each object shown. This will help them to avoid mistakes in spelling.

*Lesson 7.* any, some.

Before asking the pupils to fill out these blanks, give them practice enough in conversation to make sure that they thoroughly understand the distinction between these two words, which are so often confused by Chinese students of English. Teach them that "any" is a word used in asking questions and in giving a reply where "not" is used, but that "some" is the word to be used in giving an affirmative reply.

*Lesson 9.* The day before assigning these review sentences, give the class a very thorough drill on the constructions involved in this lesson. Then when these sentences are to be written, let them be a real test of the pupil's power to think things out for himself. Do not write any words on the blackboard, but tell the pupils to spell the words as well as they can without any

help. The spelling can easily be corrected in the second writing of these sentences.

*Lesson 10.* his, her, my, your.

By the use of many illustrations, try to fix firmly in the minds of the pupils the correct possessive adjectives to go with each one of the personal pronouns. If this preparatory work is begun several days beforehand, these sentences will not be too difficult.

*Lesson 11.* stand, open, walk, sit, like, close, read, lay.

stands, opens, walks, sits, likes, closes, reads, lays.

The chief point in this lesson is the addition of s to the simple form in forming the third person singular number of the verb. This point, so often overlooked by Chinese students, should be brought out very clearly at the very beginning and insisted on ever after. It will be observed that eight verbs have been given, from which the pupils may choose six to fill the blanks. This is to give them a little better opportunity for individual choice and also to test their powers of thinking.

*Lesson 12.* to look at, to read, to eat.

*Lesson 14.* Do, Does.

Show that this distinction between the third person singular and the other forms of the verb is the same as that made in Lesson 11, except that here it is used in asking questions.

*Lesson 15.* If the pupils do not know how to write their own names correctly in Romanized form, this is a good opportunity to teach them. Do not allow them to fill out the blanks with Chinese characters.

*Lesson 16.* is, are.

*Lesson 17.* Tell the pupils that the vocabulary of the lesson contains the words needed to fill out the blanks in the first two sentences and that they must think them out for themselves. In fact, from this lesson on through the remainder of Part I, the pupils should be able to fill out the blanks without having any suggested words on the blackboard. At first they may have some difficulty with the spelling, but that can soon be remedied by careful corrections on the part of the teacher. If the pupils do not know how to spell the numerals, they may find them in the vocabularies of Lessons 2 and 23. In the remainder of the written work, most of the words needed are so obvious that unless special instruction is necessary, no notes will be made on the lessons.

*Lesson 22.* flying, taking, building, sitting, using.

Call the attention of the students to the fact that they must not use "is" with the verb, unless "-ing" is added to give the progressive meaning.

*Lesson 24.* To be filled with the names of students in the class.

Sentences 3, 4, and 5 — near, far.

*Lesson 26.* boat, ship, likes, sand.

In Sentences 3 and 4, some of the pupils will probably write "draw a map," others "row a boat"; either one is correct.

*Lesson 27.* under, in, on, out of, off.

Prepositions are very difficult to use correctly and need a great deal of practice. Be sure to illustrate the first two sentences by placing a boy's cap on or under his desk and by showing a fan in a box. There should be a great deal of previous preparation on "take off," "put on," and "take out of."

*Lesson 28.* too, two, to.

It may help the pupils to remember the distinction in the use and spelling of these three words, if the teacher explains that since "to" and "too" are pronounced exactly alike, the second "o" in "too" is superfluous, which is exactly in accord with its meaning in such expressions as "too much," "too many," "too long." Call attention to the fact that the "w" in "two" has two little points or legs on which to stand. This method, though artificial, may help the pupils to remember that the "two" containing the two-legged "w" stands for number two.

*Lesson 29.* English, Chinese.

Call the attention of the pupils to the fact that proper nouns and adjectives must begin with capital letters. If this is insisted upon at the very first, it need not be a stumbling-block later on.

*Lesson 31.* up, in, on, under, with.

Another lesson on prepositions. Be sure to illustrate it with objects. Before taking up this lesson at all, review orally the written work in Lesson 27, with many other similar sentences illustrating the use of these prepositions. This should be all the help the students require, so do not write on the blackboard the words needed to fill the blanks.

*Lesson 32.* can, may, must, will, do.

Call attention to the fact that all these auxiliary verbs are words used to

help express the meaning of other verbs and are not used alone, except when some other verb is understood with them, as "May I go out?" "Yes, you may." Never allow a pupil to ask, "Can I go out?" but distinguish carefully between the use of "can" and "may."

There is a tendency on the part of Chinese students of English to use "to" after some of these auxiliary verbs, especially after "will," which is confused with "wish." Distinguish carefully between these two verbs and show that a *helping* verb is really part of the verb which it helps and does not need to be joined to it with "to," as do such verbs as "like," "wish" and "want."

After these auxiliary verbs have been thoroughly taught, try to bring them into the daily conversation as often as possible, as considerable practice in their use is necessary.

## Part II

In Part II pupils are expected to be able not only to fill out blanks, but also to formulate answers to questions. Show how the very form of a question usually gives the clue to the answer, though the order of the words must be changed. Even in the oral work, require a complete answer to every question for the sake of the drill it gives. If carried too far, this tends to make one's conversation stilted; so by the time pupils have reached the beginning of Part IV, Book Two, they should be encouraged to give abbreviated answers and to use contractions. Before learning to abbreviate, however, it is important for them to know what they are abbreviating. There are a few exercises in Part II where blanks are to be filled out, but the words to be used in filling them need not be written on the blackboard, as by this time the pupil ought to be able to think things out for himself.

Try in every case to make the facts correspond to what is written in the sentences. For instance, in Lesson 4, actually put something into your desk, and later on take it out. Put something on the floor under the seat of one pupil, and see that other conditions are fully met. Where blanks are left for names, fill them out with the names of students in the class. Wherever the sentences are not appropriate, adapt them.

*Lesson 5.* Use many questions and answers to show the difference between "come" and "go."

*Lesson 7.* Before assigning this exercise, use many illustrations to explain

that the auxiliary used in these questions should be the same as that expected in the answer. Bring out clearly the fact that all the sentences in this exercise, as well as in the written work, express simple futurity. Do not attempt to teach the use of "shall" and "will" to express determination, until the second year of work.

*Lesson 9.* The purpose of this lesson is to teach the pupil how to use each form of the personal pronouns in the right case. Do not distinguish the cases by name, but illustrate with many sentences the way in which the various forms are used. This is not easy, but after several days of practice the pupil ought to be able to fill out the blanks correctly. The key to the filling out of these blanks is as follows:

1. my — them.
2. her — she — them — they — her.
3. his — he — them — they — him.
4. we — our — our — us.

Do not write these pronouns in this order, however, but instead write on the blackboard beforehand a table of the inflected forms of the pronouns in logical order, as I — my — me. If possible, get the pupils to fill out the blanks without having anything on the blackboard at the time.

*Lesson 22.* After a few days of practice in seeing how an adjective is derived from another word by adding *ful*, pupils ought to be able to fill out these blanks without any difficulty whatever. In introducing this, it would be well to show the class a cupful of water, a spoonful of tea. From these illustrations it will be easy to show them that a skillful workman is one who is full of skill.

Write on the blackboard the words "useful," "thankful," "helpful," and tell the pupils to write sentences of their own containing these words.

*Lesson 23.* The formation of adverbs from many adjectives by adding *ly* is so simple that it can readily be learned from the beginning, with a few days of practice. Do not let the pupils think, however, that an adverb can be formed in this way from every adjective. In addition to the sentences here given, ask the pupils to make sentences containing "quickly," "slowly," "busily."

*Lesson 24.* Do not allow the pupils to reply, as they frequently do, "This

is the Chinese February," or "This is the Chinese December." In referring to the Chinese calendar, they should say, "This is the second month of the Chinese year," or "This is the twelfth month of the Chinese year."

The sentences in this exercise, however, are intended to be answered according to the western calendar.

## SPELLING AND DICTATION

### Spelling

Outside of school, the average person rarely uses his ability to spell except when he is writing a letter or some other form of composition. It seems reasonable, therefore, to begin the teaching of spelling by getting each pupil to write simple words from memory, and, as soon as possible, to start writing sentences.

It is not worth while to attempt anything in the way of spelling until after the first few weeks of preliminary drill, when the class has already begun to use the reader. If, however, at that time the writing of words in series is taken up regularly, it will be a very interesting way of reviewing the phonograms already learned.

To begin with, tell the pupils to prepare paper and pencils, but not to put anything except their names on the papers until they are told to write. Now write on the blackboard the familiar word "at" and ask one of the pupils to pronounce it. Then ask the pupils to close their eyes and try to see a mental picture of the form of the word. After the pupils have opened their eyes and have again looked at the word, erase it from the blackboard and then ask them to write it from memory on their papers. If the class is not too large, pass quickly around to make sure that each one has this first word written correctly. The next word in the series is not written on the blackboard at all. Tell the pupils to listen very attentively and to be ready to write the word you are about to pronounce beneath "at"; then pronounce very slowly and distinctly the word "cat." After this has been written down, give the words "fat," "hat," "rat," and "that," in the order in which they stand.

On pages 103 to 112 will be found a list of words in Part I and Part II arranged in series, in the approximate order in which they should

be taught. Not more than one long series or two short series should be presented in one day. The pupils should never be asked to spell a word unless they are already familiar with its sound and its meaning. Whenever there is a double letter or a silent letter in the first word of the series, that fact should be noted before the other words are pronounced, and the pupils must be led to expect the same sound whenever they see the same combination of letters. Examples of this are "ill," "eat," "day," "coat." There should be no diacritical marks, however, on the first word or on any other words in the series.

### Sight Words

In addition to the words written in the series, there is a long miscellaneous list of all the words not included in any of the series. Each of these words contains some phonogram not yet learned; therefore the word cannot be taught phonetically but must be presented as a whole, that is, as a sight word. The pupils should not be required to spell these sight words in Part I until all the different series in Part I have been mastered. Then the teacher should write on the blackboard ten words at a time, asking different pupils to pronounce the words as they are written and calling attention to any silent letters and any familiar phonograms contained in them, as well as any similarities or distinctions to be noted when compared with other words already familiar. In teaching the spelling of words by series, it is not necessary to have any previous assignment or preparation of the spelling lessons, but a spelling lesson of sight words should be thus prepared for and assigned a day in advance. Often in connection with a series there may be found a few words not strictly belonging to that series, though containing the phonogram emphasized in it. In the list of sight words the words needed in filling out the blanks in the latter half of the written lessons given in Part I are marked with an asterisk (\*). For these lessons the words to be used are not placed on the blackboard; hence it is important that the words thus marked should be taught before any of the other sight words.

After the middle of the second year's work, it might not come amiss to have an occasional review take the form of a spelling match, or "spell down," but far greater emphasis should be placed on written spelling and dictation than on oral spelling.

### Sentence Dictation

Soon after the work of the second year has begun, the pupils should be required to write whole sentences simply from hearing them read by the teacher. Do not allow the pupils to touch pencils to paper until after you have finished reading the entire sentence. This will require strict discipline, but if it is insisted on, it will be a great help to the students in getting the complete sentence in mind, instead of writing down word by word and syllable by syllable. While the pupils wait with poised pencils, read the sentence from beginning to end slowly and distinctly, yet connectedly; then, as they begin to write, read it again still more slowly, pausing between phrases if it is a long sentence. Do not repeat words at the request of individual students, as this only encourages habits of inattention. Ordinarily two or three readings of a sentence should be sufficient, especially if at the close of the dictation period, all the sentences dictated should be read through once more, while each pupil examines his own work to make sure that no words have been omitted.

At first the sentences dictated should be very simple and should contain only those words with which the class is already very familiar. The capital letter at the beginning of the sentence and the period at the close should be carefully insisted upon. A little later the use of the interrogation point may be introduced, and the use of capital letters in writing the names of people and places. After a few weeks the class should be able to take short paragraphs chosen from reading lessons already taught. If these paragraphs are very difficult, they should be assigned beforehand, though the class should occasionally be tested without having had preparation. In dictating an assigned lesson, be sure to vary it somewhat, changing the order of words and phrases a little, so that no pupil can rely on committing to memory the paragraph as it stands in the book.

Toward the close of Part II the pupils should learn to write from hearing paragraphs containing simple quotations. It will not be difficult for them to learn the use of quotation marks if they are taught to ask themselves, "What is the first word he said?" and "What is the last word he said?" and then to place the quotation marks *outside* of these first and last words. They will readily learn that a quotation must begin with a capital letter

and that, whether it comes at the beginning of the main sentence or at the end, it should be separated from the rest of the sentence by a comma. Dictation is of great value in helping a pupil later on to give correct form to the written expression of his own thoughts.

### STORY-TELLING

Every one loves a story, yet not every good teacher is a natural story-teller. Still, with careful preparation and practice one may acquire the art. If you feel that it is impossible for you to tell a story, begin by reading to the class a short story containing plenty of animated conversation. Before coming to class, read the story to yourself a number of times until you are so familiar with it that you can look at the class frequently as you read and can occasionally act out what you are reading. After you have thus read to the class a few times, you will doubtless be able to tell the stories. Unless a story is poorly told, it always holds the attention better than one that is read. Moreover, in telling a story the teacher has the advantage of being able to adapt it so that it will contain very few new words or unfamiliar constructions. Some stories may be adapted to emphasize the use of certain constructions, which will be much better remembered if thus associated with something which cannot easily be forgotten.

The chief purpose in telling stories in class, however, should be to train the pupils to grasp, simply from hearing, the main thread of the story, and to reproduce it orally in their own language without ever having seen it in printed or written form. Be careful to choose stories from books inaccessible to the class, and call on a pupil to tell what he can of the story as soon as you have finished telling it, so that there may be no mere memorizing. At first the pupils may insist that they cannot reproduce the story unless they see it written on the blackboard, but little by little they will gain confidence in their own ability. Tell the story through first rather slowly, taking time to write on the blackboard any new words as you introduce them. Try to draw out from the class the explanation of these words, or when they fail to respond, try to illustrate the word in such a way that they will be able to tell its meaning without any translation. Then repeat the story a little more briefly, emphasizing especially the points that you wish to bring out and acting out again

the more picturesque parts. Call on a clever student to begin the story. When he has told the first half or the first third, stop him at a natural break in the narrative, and then ask another clever student to go on with it. Do not interrupt the story-teller with corrections unless it is absolutely necessary to do so, but make a note of his mistakes and go over them carefully when he has finished. For the second telling of the story, choose students of average ability. If they cannot take the initiative, you can at least draw the story out of them by skillful questioning. At first the duller half of the class will probably make no attempt whatever at story-telling, but if a story is told once a week, they will gradually be learning how to hear, and after several weeks they, too, will begin to reproduce the stories. Try to let the class feel that it is an honor to be called on to tell a story, yet an honor which every student may attain in time. On the third day after the first telling of the story, two or three students may be asked to tell it, and for the re-review a week later the class may be asked to write out what they can remember of it. This need not be done, however, except in the case of an especially good story.

Later on in the course, the pupils should be encouraged to tell little stories from their own experience on such subjects as the following:

The Kindest Deed I Have Ever Seen.

The Bravest Deed I Have Ever Seen.

The Most Amusing Thing I Have Ever Seen.

Some Strange Ideas of My Childhood.

At first the teacher's attention will necessarily be directed mainly to the choice of familiar words and constructions, but later on, as he is able to have a wider range in the content of the stories, he may use them to impress many valuable lessons in such essential matters as patriotism, self-help, helpfulness to others, truthfulness, and courage.

In order to show what material may be found by a teacher who has only a very limited number of supplementary books at his command, there is appended a list of stories and memory gems selected from three or four books which are easily obtained. If the teacher cannot procure these books, he may choose stories from any books to which he may have access, changing them so as to emphasize certain idioms and constructions and substituting familiar words for unfamiliar ones.

For example—take the little book called "Work-a-Day Doings," published

by Silver, Burdett & Company. Most of the stories, if used just as they are written, are too juvenile for a class of pupils in their teens. However, by using the names of persons instead of the names of animals, and substituting the names of Chinese objects for similar American ones, some of these stories may be made a very interesting means of teaching the vocabulary of the various industries. The constant repetition in this book is one of its most valuable features, as this is a great aid in getting the pupils to remember and repeat the story. This repetition and the simplicity and directness of the style make these little stories especially suitable to be told as soon as a class has learned to use the past tense and the future tense.

Following is a list of other stories that also readily lend themselves to adaptation for use in a conversation class.

#### STEPPING STONES TO LITERATURE, SECOND READER

Page 30. *The Fox and the Grapes.*

A good story to tell before the pupils have learned the use of the past tense.

Page 20. *The Blind Man and the Lame Man.*

This story illustrates the use of the future tense. Adapt it so that it reads "Where do you wish to go?" "I wish to go to town." Change "Agreed," to "I will gladly be eyes for you."

Page 59. *The Dog and His Image.*

Change "saw his image" to "saw himself in the water." Simplify the last paragraph.

Page 67. *The Boy and the Nuts.*

A good story to illustrate "into," "out of," "why," and "because."

Page 16. *King Midas.*

This story shows well the use of the past tense. It may also be adapted to show the use of comparatives and superlatives.

Page 57. *Golden Eggs.*

Adapt this story to show the use of the conjunctive adverb "when."

Change all the pluperfect tenses to past tenses.

Page 143. *The Crow and the Pitcher.*

To be told after Part II, Lesson 17, "I'll Try." This story illustrates the use of "too" and "so."

Page 85. *The Wind and the Sun.*

A good story to illustrate the use of comparatives.

Page 92. *The Bundle of Sticks.*

Use this story to teach the use of infinitives; also the idioms, "easy to break," and "hard to break."

### SUGGESTED MEMORY GEMS

#### STEPPING STONES TO LITERATURE. SECOND READER.

Page 21. *Look Up and Not Down.*

Page 63. *Kind Hearts.*

#### THE LITTLE HELPER. Book Two.

Page 48. Change the third line to read, "For every boy and every girl."

Page 87. *The Four Winds.*

Page 103. *The Little Plant.*

To be learned a few days after pupils have read Part II, Lesson 6.

### SUPPLEMENTARY READING

It is very evident that a book so condensed as this cannot pretend to furnish matter sufficient to give pupils all the practice they need during the first year of English. In some of the best graded schools in America the pupils read fourteen different primers or first readers during the first year, in order that they may gain ease and fluency from the very beginning. This is practically out of the question for Chinese classes in English, because of the expenditure of time and money involved; yet most teachers may, by planning ahead a little, provide some sort of supplementary work. Second-hand readers might be bought very cheap, or they might even be obtained from schools in the home land that have adopted other textbooks. Such readers should not be read through from cover to cover, but the teacher should carefully choose stories containing interesting and suitable subject matter, yet not introducing too many new words or constructions.

It will probably often be necessary for the teacher to furnish the supplementary reading for the first and second terms by occasionally writing on

the blackboard before class a little story or dialogue containing very few new words and only familiar constructions. This may be original or adapted from another book. Supplementary reading should always be a little easier than the regular reading lesson, so that students may be required to read it at sight without previous preparation.

After the second term of the first year, it will become increasingly easier to find suitable stories, and by the time the second term of the second year has been reached, the students should be able to read at sight almost any simple story.

Even when it is impossible to provide supplementary books enough to furnish one for each student, or one for every two students, a great deal may be done by having a little bookshelf of supplementary books, or half a dozen simple readers on the teacher's desk. A student who finishes his work early or who has perfect written work, may be allowed to choose one of these books and read it silently at his desk. This plan may be used as an incentive for getting work done promptly and accurately. Care should be taken not to have on the shelf any book so difficult to read that the student will spend all his time in looking at the pictures without attempting to read. During the second year a student should now and then be asked to tell in his own words a story that he has read. This may be made entertaining to the whole class and may furnish material for conversation.

The art of silent reading, without moving the lips at all, should be taught from the very first. After the pupils have finished reading the lesson for the day, they may be asked to sit at their desks and read quietly to themselves the first paragraph of the advance lesson, which they have never seen before. After three or four minutes of this silent reading, the teacher should call on two or three pupils to tell in their own words the meaning of the paragraph.

This valuable habit of getting rapidly the thought from a printed or written paragraph is one that should be insisted upon very early, as it is a great help to a student in the preparation of all his other lessons later on in his course.





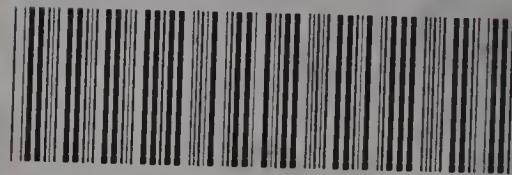








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